New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate [✓]
   - Graduate [ ]
   - First Professional (DDS, MD, JD, PharmD, DVM) [ ]

2. Request submitted by (Department or Program Name):
   Department of Agricultural Economics

3. Course prefix, number and complete title of course:
   AGEC 324 Agribusiness Entrepreneurship - Budgeting

4. Catalog course description (not to exceed 50 words):
   Case study approach to demonstrate a process for evaluating the economic feasibility of a single-enterprise rural or
   metropolitan business venture; relevant production, marketing, and financing costs, in combination with capital
   ownership and overhead costs; computer spreadsheets including attention to deterministic sensitivity analyses;
   computer capabilities are essential.

5. Prerequisite(s):
   AGEC 105 or ECON 202; ACCT 209 or ACCT 210 or ACCT 229 or ACCT 230 or AGEC 330 or FINC 341 or
   FINC 408. Junior or senior classification or approval of instructor.

6. Cross-listed with: [ ]
   Stacked with: [ ]
   Cross-listed course: require the signature of both department heads.

7. Is this a variable credit course? [ ] Yes [✓] No
   If yes, from ______ to ______

8. Is this a repeatable course? [ ] Yes [✓] No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? [ ] Yes [✓] No

9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [✓] No
   P/F (CLMD) [ ]

10. How will this course be graded: [✓] Grade [ ] S/U

11. How will this course be graded: [✓] Grade [ ] S/U

12. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

   An elective for BS AGEC, an elective for BS AGBU, an elective for other majors as approved by their advisor(s)

13. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.

   [✓] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-
   controls/export-control-basics-for-distance-education).

   Approval recommended by:

   C. Parr Rosson
   Department Head or Program Chair (Type Name & Sign) Date 7/21/15
   Department Head or Program Chair (Type Name & Sign) Date 7/21/15

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Effective Date 7/22/2015

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 07/14
COURSE CREDIT: 2-2 (two hours of lecture & two hours of lab) for 3 hours total credit

Instructor: M. Edward Rister
Office: AGLS 211B
Phone: 979-845-3801; 979-255-5211
E-Mail: e-rister@tamu.edu
Office Hours: Tuesday and Friday, during 8:30am – 11:30 by appointment [or see me before or after class to identify another mutually convenient time]

COURSE DESCRIPTION
A case study approach is used to demonstrate a process for evaluating the economic feasibility of a single-enterprise rural or metropolitan business venture. Relevant production, marketing, and financing costs, in combination with capital ownership and overhead costs, are identified. Computer spreadsheets are used extensively, including attention to deterministic sensitivity analyses. Computer capabilities are essential.

PREREQUISITES
AGEC 105 or ECON 202; ACCT 209 or ACCT 210 or ACCT 229 or ACCT 230 or AGEC 330 or FINC 341 or FINC 409; junior or senior classification; or approval of instructor.

LEARNING OUTCOMES
1. Students will be able to articulate and discuss relevant revenues and costs affecting the economic profitability of a single-enterprise rural or metropolitan business venture.
2. Students will enhance their ability to construct and utilize computer spreadsheets for economic analyses.
3. Students will recognize and understand the relevance of basic economic concepts and principles as they affect the marginal and comprehensive economic profitability of a single-enterprise rural or metropolitan business venture.
4. Students will define and distinguish the difference between economic and financial feasibility.
COURSE OBJECTIVES
The primary objectives of AGEC 324 are to introduce students to a protocol for identifying individual revenue and cost elements of a comprehensive economic assessment of a single-enterprise rural or metropolitan business venture. Specific course objectives beyond those directly associated with attaining the Learning Outcomes include:

1. Using a case study approach, students will develop an approach to identifying, collecting, and assimilating revenue and cost information for a single-enterprise rural or metropolitan business venture.
2. Students will develop competency in using computer spreadsheets to organize, analyze, and synthesize enterprise revenue and cost information.
3. Students will enhance their abilities to move from a conceptual business idea toward the first steps of assembling a systematic, economic-based analytical appraisal of the potential of that business idea.
4. Students will begin to discover their inherent interest in being an entrepreneur.

TEXTBOOK AND RESOURCE MATERIALS
No formal textbook is required. Resource materials include a description of a definitive case study of a single-enterprise rural or metropolitan business venture to be used as the focal evaluation forum during the course. In addition, a series of computer spreadsheet templates will be provided to facilitate implementation of the economic enterprise budgeting methodology.

GRADING POLICIES
Expect your grades to be assigned as follows on the basis of the points you earn during the semester (after credit for bonuses and after deductions for non-professional behavior), with no rounding up of numeric grades nor allowance for any “extra” work.

<table>
<thead>
<tr>
<th>Percentage Points Earned During the Semester</th>
<th>Associated Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and 90+</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.999999</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79.999999</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69.999999</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Each student’s earned letter grade is determined on the basis of weighted points earned during the semester according to the categories and weights noted in the following discussion and remainder of this Syllabus. The instructor and TAs reserve the right to adjust/curve the overall grades at the end of the semester; that is, no individual graded item is curved during the semester. Students are guaranteed semester grades for AGEC 324 according to the above-specified structure. In the event of
an end-of-the-semester adjustment/curve, the instructors may adjust/curve a different amount of points at each grade break, depending on apparent, subjectively-determined, substantial breaks in calculated grades for the class. As a general rule, DO NOT expect a curve nor ask for one. Also, do not request “extra work” to raise your grade; that is, do the assigned work at the level of competency that will earn you the grade you want in this class. Also, all assignments and terms of the course are “cast in stone” – do not ask for substitution work in place of assignments you are unable to fulfill; rather, work more diligently on the remaining assignments to make up the points you lost due to not submitting/performing the missed assignment.

Grading Criteria for HONORS Students:
Students seeking to enroll in the AGEC 324 HONORS section are advised they need a 3.5 cumulative GPR and that GPR applies to courses taken ONLY at Texas A&M plus they must be recognized by their department’s Undergraduate Office as an Honors-qualified student. Two separate sets of grading criteria apply to Non-Honors and Honors student, with considerable overlap. In addition to the regular class work required of AGEC 324 students, the following additional work is required of Honors-enrolled students:

Only Honors students will be required to identify a single-enterprise rural or metropolitan business venture other than the one investigated as part of the case study, and then prepare a detailed inventory of relevant revenue and cost data pertaining to that enterprise which is necessary for obtaining to prepare a related comprehensive enterprise budget. The grades for these additional assignments are incorporated into the “Homework and Quizzes” category of the grading criteria.

There are three basic categories comprising the grading structure of AGEC 324:

1. Basic Overhead Items;
2. Homework and Quizzes; and
3. Final Exam.
The percentage of semester points (the semester total is 100%) for each category and the elements thereof for each Contract Grading Option are noted below, with two distinct criteria noted for Non-Honors and Honors students.

<table>
<thead>
<tr>
<th>Basic Overhead Items</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Class Citizenship</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation in February 2016 ACE Day</td>
<td>5%</td>
<td>5%</td>
<td>35%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer spreadsheet completion</td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Computer spreadsheet interpretation</td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Identify personal business enterprise project and prepare a detailed inventory of relevant revenue and cost data pertaining to that enterprise</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition to the details which follow, students are advised to consult University Student Rules [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) and [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10) for additional information regarding Attendance and Grading.

**Basic Overhead Items.** Professionalism is a major component of AGEC 324. In that regard, each student’s daily, timely attendance, and professionalism in the classroom and instructors’ offices are major components of his/her final grade. Each unexcused absence results in a deduction of 3.333333 points from the student’s calculated final numeric grade prior to determination of the course letter grade. A total of seventeen or more unexcused absences (i.e., approximately 40% of the course) shall result in a course grade of F. Any student having seventeen or more total absences, with less than or equal to six of those absences being unexcused shall qualify for receiving an Incomplete grade, with the coursework to be completed during a subsequent semester. These grading criteria standards are imposed because students missing the stated number of classes, for whatever reason, have essentially missed a significant and substantial part of the class.

Professional Conduct & Class Citizenship (refer to **Professional Conduct Rules** on next page) includes class participation, class behavior, adhering to class “ Sandbox” rules (distributed on the first day of class), and other aspects of the class policies designated in this syllabus. This Syllabus identifies the Structure (expectations) of AGEC 324 professionalism, and your Conduct determines your Performance grade.

The College’s annual Fall and Spring Agricultural Career Exposition (ACE) Days ([http://aglifesciences.tamu.edu/ students/aceday/](http://aglifesciences.tamu.edu/ students/aceday/)) are great opportunities for networking, observing others’ “entrepreneurial” skills and qualities, AND exploring the job market. All students are expected to attend and participate in ACE Day on February 5, 11:00 a.m. - 4:00 p.m., in the MSC Bethancourt Ballroom.
Mark your calendar and make arrangements (e.g., trade work shifts – work is not an accepted reason for you not fulfilling this class requirement) to be able to do so. Substitution of another college’s career day event is not allowed for this assignment. There is an assignment for this activity for you to complete during and after your attendance. This assignment will be distributed during late January and its submission to the instructor is expected the week following the event.

**Professional Conduct Rules (a.k.a. Sandbox Rules).** The genesis of this section of the Course Grading Criteria originated while I (Rister) was enrolled (during 1979-1980) in a three-course accounting sequence taught by Dr. Dennis Gaffney of Michigan State University in the Business School (now the Eli Broad College of Business). Dr. Gaffney instilled in us the value of professionalism in all that we do, in and out of the classroom. He had a set of “Sandbox Rules” for our classes and it is to him I credit my classroom management style, strategy, and tactics. My classes are routinely complemented by our numerous guest “prof-for-a-day” speakers and many real-world mentors who work with the students for their professional appearance, engagement skills, and courtesy, all of which I believe are foundations for success in their post-graduation careers; anecdotally, numerous parents have noted their appreciation for these standards of excellence in my classes. The breadth of, and detail, in these Sandbox Rules have evolved during my time in the classroom at Texas A&M University (since June 1981). Drawing on a presentation by Dr. Jeff Conant, professor of marketing in Mays Business School, and Dr. David Reed, Associate Dean in the College of Agriculture and Life Sciences, both here at Texas A&M University, I recognize the challenges of engaging millennial students. Substantial specificity must be presented in terms of my expectations of students, rather than my simply assuming a one-time discussion of such items will accomplish my objectives. As noted by Dr. Conant, the course syllabi is the contract between the students and the instructor. Thus, it is essential that this syllabus be comprehensive in regards to the details of course grading criteria. With regards to professionalism in the classroom, I am a firm believer in the “Structure, Conduct, and Performance” paradigm. These “Sandbox Rules” represent the Structure of desired Conduct in AGEC 324. Knowing this information, it is expected students’ Performance will not only meet but surpass these standards. As incentives for doing so, a substantial component of AGEC 324 grading criteria is associated with students’ attainment of these behavioral standards. Be professional, Aggies!

In terms of implementing these Sandbox Rules, just as instructors are required to post the course syllabi prior to the beginning of class and review that syllabi with students during the first day of class, it is my expectation that students will read the syllabus. The first day of class is a “day of grace,” with no grade deductions registered for transgressions/violations prior to the Sandbox Rules having been explicitly identified, the underlying rationale of the expectations explained, and the value/cost of meeting the noted standards identified. To the latter point, the 15% grade accorded the Professional Conduct & Class Citizenship category is affected by a 1% point deduction off of the overall semester numeric grade for each noted violation of the Sandbox Rules up to a total possible loss of 12%, with the remaining 3% of the category’s grade subjectively determined by a composite evaluation of the instructor (50% of the grade) and the three student assistants (in the aggregate, they determine the remaining 50% of the 3%). In reference to the subjective grading aspect of the category, the instructors’ focus is on students’ personal interactions with them in and out of the
Think of and approach coming to class as if you were going to a daily management meeting. As such, we will follow a set of rules and business etiquette that is similar to what you will encounter in the professional world, including these **AGEC 324 “Sandbox Rules. There are no exceptions to these rules. No additional rules will be added during the semester.**

- Adhere to the Aggie Honor Code at all times;
- No food or drink (including alcohol and water) in lecture or lab or at help sessions or in lab during non-class hours;
- No tobacco products in lecture or lab or at help sessions;
- No cellular telephones, beepers, iPods, iPads, computer laptops (including during the presence of a guest “Prof-for-a-Day” in our class), or other electronic devices are to be used during lecture, lab, or at help sessions (this means no texting, voice mail, outgoing calls, answering calls, ringing of your telephone, etc.);
- No pets (e.g., dogs, cats, snakes, mice, birds, etc.) in lecture or lab or at help sessions (see instructors for exceptions for guide dogs & other companion aid animals);
- No reading of The Battalion or other non-class materials during class time;
- Programmable calculators MAY NOT BE USED during exams (in fact, use of calculators in AGEC 324 is discouraged at all times – use Excel!);
- HATS, CAPS, AND OTHER HEAD COVERS OFF [APPLIES TO BOTH MEN AND WOMEN] DURING LECTURE, LAB, HELP SESSIONS, in instructors’ offices, and in the TAs’ offices – NOTE: exceptions will be made for religious beliefs situations;
- SUNGLASSES OFF (totally – do not prop on top of your head; same for regular glasses when not being used for reading) [APPLIES TO BOTH MEN AND WOMEN] DURING LECTURE, LAB, HELP SESSIONS, and in instructors’ offices, and in the TAs’ offices;
- NO INSTANT MESSAGING (or Text or Twittering or FaceBook, etc.), E-MAILING, OR INTERNET ACTIVITY OF ANY KIND BESIDE AGEC 324 CLASSWORK IS ALLOWED DURING CLASS TIME;
- DO NOT use a computer or any other electronic device during the presence of a guest “Prof-for-a-Day” in our class;
- DO NOT use the computer or any other electronic device while the instructors are lecturing, unless explicitly told to do so – take handwritten notes instead;
- Call or e-mail in advance of missing a class or lab (not a requirement, but this is the instructors’ preference – your professionalism will be rewarded);
- Adhere to all announced and posted Microcomputer Lab procedures during lab and help sessions;
- Clean up and remove your “trash” as you leave lecture; better yet, pick up others’ “trash” and also remove it from the classroom as you leave the room. Set an example for others and leave the classrooms in as good, or better, appearance than when we arrived (as posted in several Rudy’s BBQ restaurants located throughout Texas, “Your mother is not here. Please clean up your own mess”); and
- Bottomline, be professional and courteous to all. Remember why you and your classmates are here – to learn, to network, and to prepare for the future.
**Homework and Quizzes.** Students are expected to attend class regularly and construct a comprehensive enterprise budget analysis for the case study enterprise. Timely completion of the instructor-provided computer spreadsheet templates will be required. Submission of capsulated written summaries of the contents and implications of each completed spreadsheet will also be required, and graded according to content (50%), grammar (30%), and spelling (20%). No late submissions are accepted with respect to either completion of the templates or capsulated summaries; in the case of excused absences, those assignments are disregarded during grade calculations and for unexcused absences, grades of zero are assigned. Random quizzes regarding the course lectures and lab assignments will be administered.

**Makeup Policy.** No late submissions are accepted – **for unexcused absences, grades of zero are assigned.** In the case of documented excused absences, students are allowed to choose one of the following two options on the first day they return to class (at which time they are expected to present their documentation identifying the absence(s) as excused):

a. An alternative assignment will be made to the student and is expected to be submitted within one month prior to or at the final exam period, whichever date comes first; or

b. The student may show up in a classroom at 7:00 a.m. on the next Friday (i.e., this is the announced date and time of a weekly scheduled makeup period for all of the instructor’s classes) at a location to be determined given the instructor’s 8:00 a.m. teaching responsibilities and take a quiz related to material covered in class during the student’s absence, with the instructor’s expectation being that the student will have talked with classmates to assimilate and learn the material missed during his/her absence.

Difference choices among these two options may be made by the student for each excused absence.

**Final Exam.** The Final Exam is scheduled for May TBD, 2016, exact time TBD. (mark your calendar!). The focus of the final exam is on the protocol for assembling and interpreting a comprehensive economic enterprise budget for a single-enterprise rural or metropolitan business venture, with the students expected to be able to understand and interpret the various topics identified and emphasized during the semester.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu) **If you have any question in regards to this issue, please speak to me early in the semester – do not hesitate to contact me – do NOT wait until the time of or after the first grade of the semester – contact me well before that time.**
### COURSE TOPICS, CALENDARS OF ACTIVITIES, AND MAJOR ASSIGNMENT DATES

Major dates of importance to place on your calendar at the beginning of the semester include those identified in the following table. **NOTE:** In the table below, s/s refers to Excel spreadsheet.

#### AGEC 324 Calendar of Activities [based on University Academic Calendar for Spring 2016]

<table>
<thead>
<tr>
<th>Dates</th>
<th>Week Nbr</th>
<th>Monday Lecture</th>
<th>Monday Lab</th>
<th>Wednesday Lecture</th>
<th>Wednesday Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18-20</td>
<td>1</td>
<td>TAMU HOLIDAY</td>
<td>TAMU HOLIDAY</td>
<td>Course Semantics</td>
<td>Course Semantics</td>
</tr>
<tr>
<td>Jan 25-27</td>
<td>2</td>
<td>Capital Asset, Inventory, and Contingency Requirements</td>
<td>CapAst1 s/s</td>
<td>Long- and Short-Run Economic Decision-Making Rules</td>
<td>CapAst1 s/s</td>
</tr>
<tr>
<td>Feb 1-3</td>
<td>3</td>
<td>Capital Asset, Inventory, and Contingency Requirements</td>
<td>OutSource &amp; Lease s/s</td>
<td>Economies of Size</td>
<td>CapAst2 s/s</td>
</tr>
<tr>
<td>Feb 8-10</td>
<td>4</td>
<td>Sources of Investment Capital</td>
<td>CapAst3 s/s</td>
<td>Production Function and Optimal levels of a Single Variable Input</td>
<td>Equity s/s</td>
</tr>
<tr>
<td>Feb 15-17</td>
<td>5</td>
<td>Tradeoffs Between Investment and Financed Capital</td>
<td>Equity s/s</td>
<td>Financing of a Capital Loan</td>
<td>Amortiz s/s</td>
</tr>
<tr>
<td>Feb 22-24</td>
<td>6</td>
<td>Credit Worthiness</td>
<td>BalSht s/s</td>
<td>Variable, Fixed, Total, and Marginal Costs</td>
<td>Equity, Amortiz, &amp; BalSht s/s</td>
</tr>
<tr>
<td>Feb 29-Mar 1</td>
<td>7</td>
<td>Insurance &amp; Family Living</td>
<td>Insure s/s</td>
<td>Insurance &amp; Family Living</td>
<td>FamBud s/s</td>
</tr>
<tr>
<td>Mar 7-9</td>
<td>8</td>
<td>Capital Asset Ownership Costs</td>
<td>AloCat s/s</td>
<td>Capital Asset Ownership Costs</td>
<td>AloCat s/s</td>
</tr>
<tr>
<td>Mar 14-16</td>
<td></td>
<td></td>
<td></td>
<td>STUDENT HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>Mar 21-23</td>
<td>9</td>
<td>Overhead Costs</td>
<td>OvrHed s/s</td>
<td>Cash and Non-Cash Expenses</td>
<td>OvrHed s/s</td>
</tr>
<tr>
<td>Mar 28-30</td>
<td>10</td>
<td>Comprehensive Costs, Constant and Varying Costs</td>
<td>EntBud s/s</td>
<td>Input Substitution – Least Cost Combination of Inputs</td>
<td>EntBud s/s</td>
</tr>
<tr>
<td>Apr 4-6</td>
<td>11</td>
<td>Comprehensive Costs, Constant and Varying Costs</td>
<td>EntBud s/s</td>
<td>Enterprise Combinations – Maximizing Profits for a Set of Fixed Resources</td>
<td>EntBud s/s</td>
</tr>
<tr>
<td>Apr 11-13</td>
<td>12</td>
<td>Sensitivity Analyses – Breakeven</td>
<td>EntBud s/s</td>
<td>Long- and Short-Run Economic Decision-Making Rules</td>
<td>EntBud s/s</td>
</tr>
<tr>
<td>Apr 18-20</td>
<td>13</td>
<td>Sensitivity Analyses – Data Tables</td>
<td>EntBud s/s</td>
<td></td>
<td>EntBud s/s</td>
</tr>
<tr>
<td>Apr 25-27</td>
<td>14</td>
<td>Sensitivity Analyses – Scenarios</td>
<td>EntBud s/s</td>
<td></td>
<td>EntBud s/s</td>
</tr>
<tr>
<td>May 1</td>
<td>15</td>
<td>Review of the Enterprise Evaluation Process</td>
<td>Q&amp;A</td>
<td>Reading Day, No Classes</td>
<td>Reading Day, No Classes</td>
</tr>
<tr>
<td>Max 5-11</td>
<td></td>
<td></td>
<td></td>
<td>FINAL EXAM, exact date and time TBD</td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY

Scholastic Honesty. A note on cheating -- it is not tolerated! If you are caught in the act, you will automatically receive a zero on the work in question. Your instructor will then proceed in completing the Honor Code Violation Report form and report you, through the Department of Agricultural Economics Undergraduate Office and Department Head, to the Aggie Honor System Office.

For many years Aggies have followed a Code of Honor, which is stated in this very simple statement:

An Aggie does not lie, cheat or steal, or tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

For additional information, please visit: http://aggiehonor.tamu.edu

On all AGEC 324 course work, assignments, and examinations at Texas A&M University, unless otherwise specified at the time of the assignment/exam, the following Honor Pledge will be preprinted, to be completed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

_______________________________________  __________________
Student’s Signature                  Date

_______________________________________  _______________________
Student’s Printed Name                UIN

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
MISCELLANEOUS

If you have any questions, give me a call. Call me in this order: C:979.255.5211 or O:979.845.3801 or H:979.690.0180. Please call between 6:30 a.m. and 7:30 p.m.; be sure and leave a message and your name if I do not answer.

Also, be sure and include AGEC 324 and your name in the subject line of all e-mails you send me. Be sure and flag your e-mail with the word QUESTION in the subject line when you are needing a response – otherwise, it may get lost in the shuffle for a few days.

Come to class the first week prepared to take notes (i.e., bring some paper and one or more pens and pencils). Taking notes and reviewing those notes with your classmates are strongly encouraged. As a general rule, most information presented is not repeated.

Congratulations on being in our class! Your TAs and I are looking forward to a great semester and year. Thanks.

Gig ‘em,

Ed Rister ’74
Professor, and Associate Head
The M. Edward Rister ’74 Chair in Rural Entrepreneurship,
Dept. of Agricultural Economics
Texas A&M University
2124 TAMUS (this line is required on all correspondence)
College Station, TX 77843-2124
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  [ ] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, LVMD)

2. Request submitted by (Department or Program Name): Department of Animal Science

3. Course prefix, number and complete title of course: ANSC 211 Equine Industry and Career Preparation

4. Catalog course description (not to exceed 50 words):
   Identify opportunities and skill sets required to pursue a career in the equine industry; development of resume, communication, professional etiquette and interview skills.

5. Prerequisite(s):  None
   Cross-listed with:  NA  Stacked with:  NA
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  [ ] Yes  [ ] No  If yes, from _____ to _____

7. Is this a repeatable course?  [ ] Yes  [ ] No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  [ ] Yes  [ ] No

8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [ ] No

9. How will this course be graded?  [ ] Grade  [ ] S/U  [ ] P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Equine Science Certificate
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       B.S. in any major

11. Other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    ANSC  211  Equine Ind & Career Prep

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code |
    |-------|-----|-------|-----|-------------------|-------------|------------|----------|
    | 2.00  | 0.00| 0.00  | 2.00| 0109010005        | 0270        | 16         | 17       |

    Approval recommended by:
    H. Russell Cross  David W. Forrest
    Department Head or Program Chair (Type Name & Sign)  Date
    Department Head or Program Chair (Type Name & Sign)  Date (if cross-listed course)
    Submitted to Coordinating Board by:
    Chair, College Review Committee  Date
    Dean of College  Date
    Chair, GC or UCC  Date
    Effective Date  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: ANSC 211 – Equine Industry Career Preparation
Term: Spring 20XX
Meeting times and location: MW 12:40-1:30pm, HFSB 105
Credit Hours: 2 (Lecture)

Course Description and Prerequisites

This course provides an in-depth look into the career opportunities in the equine industry and the skill sets necessary to obtain and maintain a successful career. Topics include resume building, cover letter writing, interview skills, professional etiquette and communication and skill and interest identification. Guest lectures by industry professionals who represent valid employment opportunities in the equine industry will provide further insight into possible career paths.

Prerequisites: None

Learning Outcomes or Course Objectives

Upon completion of this course, students will have identified multiple potential career paths and will have developed a path of goals to reach said careers. Students will have the ability to draft high-quality resumes and cover letters, and will be able to conduct themselves with confidence in an interview setting. Students will have a clear understanding of professional communication and etiquette, and will have the knowledge and skills to present and conduct themselves as professional members/participants in the equine industry.

Instructor Information

Name: Anna Morrison, MA (lead instructor); Jim Heird, PhD (associate instructor)
Telephone number: 979-845-6098
Email address: annamorrison@tamu.edu
Office hours: M 9:00-10:00, T 2:00-4:00, and W 3:00-5:00
Office location: Hildebrand Equine Complex

Textbook and/or Resource Material

Grading Policies

Late work will be marked down by the following scale: 1 day late – 10%; 2 days late – 20%; 3 days late – 30%; 4-7 days late – maximum of 20% of the value of the assignment will be awarded; more than 7 days late – no points will be awarded. If an assignment is due in class, it is considered late if not received by the end of the class session except in the case of University excused absence. If an assignment is due online or via email, it is considered late if not received by 11:59 pm on the due date.

Lecture and assignments and quizzes will comprise 100% of the final grade.

Grading Scale:

Minus grades will not be used.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Equine Industry Careers Overview</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Equine Industry Careers Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Success In the Equine Industry (Jim Heird)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Success In the Equine Industry (Jim Heird)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Skill Set &amp; Interest Identification</td>
<td></td>
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<tr>
<td>3</td>
<td>Skill Set &amp; Interest Identification</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Resume Building</td>
<td></td>
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<tr>
<td>4</td>
<td>Resume Building</td>
<td>Roadmap to Success Due (10 pts) – Multi-year plan for activities to pursue during undergraduate education to achieve “dream” résumé upon graduation</td>
</tr>
<tr>
<td>5</td>
<td>Cover Letter Writing</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cover Letter Writing</td>
<td>Resume Due (15 pts) – Complete current and “dream” résumés</td>
</tr>
<tr>
<td>6</td>
<td>Interview Skills</td>
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<tr>
<td>6</td>
<td>Interview Skills</td>
<td>Cover Letter Due (15 pts) – Complete cover letter geared toward a specific existing job opening</td>
</tr>
<tr>
<td>7</td>
<td>Professional Communication &amp; Etiquette</td>
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</tr>
<tr>
<td>7</td>
<td>Professional Communication &amp; Etiquette</td>
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<tr>
<td>8</td>
<td>Internships</td>
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<tr>
<td>8</td>
<td>Internships</td>
<td></td>
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<tr>
<td>9</td>
<td>Mock Interviews</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mock Interviews</td>
<td>Internship Report Due (10 pts) – Complete a report about an available equine industry internship</td>
</tr>
<tr>
<td>10</td>
<td>Mock Interviews</td>
<td></td>
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<tr>
<td>10</td>
<td>Mock Interviews</td>
<td>Mock Interview (20 pts) – Complete a mock interview with equine faculty or industry professionals (specific individuals TBD)</td>
</tr>
<tr>
<td>11</td>
<td>Industry Panel</td>
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<tr>
<td>11</td>
<td>Industry Panel</td>
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<td>12</td>
<td>Industry Panel</td>
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<tr>
<td>12</td>
<td>Industry Panel</td>
<td>Panel Report 1 Due (10 pts) – Complete report on the panelists from week 11</td>
</tr>
<tr>
<td>13</td>
<td>Industry Panel</td>
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<tr>
<td>13</td>
<td>Industry Panel</td>
<td>Panel Report 2 Due (10 pts) – Complete report on the panelists from week 12</td>
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<tr>
<td>14</td>
<td>Discussion</td>
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<tr>
<td>14</td>
<td>Discussion</td>
<td>Panel Report 3 Due (10 pts) – Complete report on the panelists from week 13</td>
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<td>15</td>
<td>Final Exam</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Other Pertinent Course Information

Some course information will be distributed through email or eLearning.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Attendance Policy and Grading Scale Examples

Attendance Policy:

Attendance will be taken at lecture and laboratory meetings. If planning to miss lecture or laboratory sessions, students are encouraged to contact the instructor prior to the absence. Unexcused absence from more than two sessions will result in the lowering of the student’s final course grade by one letter grade per session missed. Unexcused absence from 6 or more sessions will result in a grade of “F” for the course.

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DVM, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Anthropology
3. Course prefix, number and complete title of course: ANTH 436 - Ancient Egypt
4. Catalog course description (not to exceed 50 words):
   The archaeology and history of ancient Egypt from earliest times to the end of the New Kingdom period.
5. Prerequisite(s): Junior or Senior classification or approval of instructor
   Cross-listed with: RELS 436
   Stacked with:
   Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☐ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
    BA ANTH, ANTH Minor, RELS Minor, and general academic
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)
13. Prefix | Course # | Title (excluding punctuation)
    ANTH 436 | Ancient Egypt
    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
    3.00 | 0.00 | 0.00 | 3.00 | 4503010001 | 0280 | 16 - 17 | 0 0 3 6 3 2

Approval recommended by:
Ted Goebel 8/3/15
Department Head or Program Chair (Type Name & Sign) Date
Donnalee Dox 8/12/15
Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, Curricular Services 8/21/15
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

Received CURRICULAR SERVICES AUG 21 2015
ANCIENT EGYPT

ANTH/RELS 436

SYLLABUS

SPRING <<YEAR>> (Tuesdays and Thursdays 11:10 AM-12:25 PM)

Anthropology Building, Room 237

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the
Nautical Archaeology Program, Anthropology Department, Room 121.
Telephone (979) 847-9257; E-mail: swachsmann@tamu.edu

Teaching Assistant: _______________. Email: _________________

The archaeology and history of ancient Egypt from earliest times to the end of the New Kingdom period.

LEARNING OUTCOMES
Students will:
   A) Articulate the rich matrix of Egyptian history and material culture
   B) Appraise how these physical remains fit into an overall humanistic understanding of the Egyptian world and how they influence modernity
   C) Interpret archaeological discoveries
   D) Identify the interrelationship of various sources—texts, artifacts, iconography, etc.—so as to be capable of interpreting and understanding the past

GRADING POLICIES
We will cover the period from earliest human settlement to the end of the New Kingdom period. Classes will be devoted primarily to Keynote™ lectures. We will also see two video presentations. The final grade will be based on the total grades earned by the student from, three tests (two mid-term examinations and a final examination, each worth 25 points) and a 10-page term paper (25 points) due the last day of class (<<DAY>>, <<DATE>>).

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic for your
term paper early in the semester. Please see me to discuss your topic ideas. You should submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography on our tenth meeting (<<DAY>>, <<DATE>>). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test.

Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (50 point value). Anyone wishing to take this option must register to do so no later than our last meeting (<<DAY>>, <<DATE>>). Note that this possibility should be viewed as an opportunity of last resort.

This course does not have a required attendance policy and I will not be taking attendance. Note, however, that we will be covering a great deal of material in each meeting and missing any class is likely to impact your grade because it will be difficult for you to keep up with the material. Note that I accept each student into this course as a responsible adult: the first rule of responsible adulthood is taking full responsibility for your own actions. For more details on Texas A&M University’s view on attendance, see (http://student-rules.tamu.edu/rule07).

LATE WORK
Late work will be accepted only on the basis of Student Rule 7. Please visit http://student-rules.tamu.edu/rule07 for information concerning university-excused absences.

TEXTS

THE AMERICANS WITH DISABILITIES ACT (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Room B118, Cain Hall. Tel. 845-1637. Website: (http://disability.tamu.edu/).
STATEMENT ON DIVERSITY
Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

ACADEMIC INTEGRITY
An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).

SCHEDULE SPRING 2013

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Tuesday ➤ Introduction I</td>
</tr>
<tr>
<td>(2) Thursday ➤ Introduction II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Tuesday ➤ Video Presentation: Napoleon’s Obsession: Quest for Egypt</td>
</tr>
<tr>
<td>(4) Thursday ➤ The Environmental Background I</td>
</tr>
<tr>
<td>Reading: (Environmental Background I-IV): Bard, <em>An Introduction to the Archaeology of Ancient Egypt</em>: 45-65.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Tuesday ➤ The Environmental Background II</td>
</tr>
<tr>
<td>(6) Thursday ➤ The Environmental Background III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7) Tuesday ➤ The Environmental Background IV</td>
</tr>
<tr>
<td>(8) Thursday ➤ Prehistoric Egypt</td>
</tr>
</tbody>
</table>
Week 5
(9) Tuesday ➔ Predynastic Egypt
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 104-120.

(10) Thursday ➔ On Writing Reports and Term Papers (250-Word Term Paper Abstracts Due)

Week 6
(11) Tuesday ➔ Mid-term examination #1 (25 points)
(12) Thursday ➔ Understanding Hieroglyphs

Week 7
(13) Tuesday ➔ The Old Kingdom (Ist-VIth Dynasties)

(14) Thursday ➔ How to Build a Pyramid

Week 8
(15) Tuesday ➔ Sneferu

(16) Thursday ➔ Video Presentation: Mummy Tech

Week 9
(17) Tuesday ➔ Khufu to the End of the Old Kingdom
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 137-152; Clayton, *Chronicle of the Pharaohs*: 45-67

(18) Thursday ➔ First Intermediate Period (VIIth-Xth Dynasties)

Week 10
(19) Tuesday ➔ The Middle Kingdom (XIth-XIIth Dynasties)

(20) Thursday ➔ The Second Intermediate Period (XIIIth-XVIIth Dynasties)

Week 11
(21) Tuesday ➔ Mid-term examination #2 (25 points)
(22) Thursday ➔ The New Kingdom

**Week 12**

(23) Tuesday ➤ Hatshepsut

(24) Thursday ➤ Thutmose III-Amenhotep III

**Week 13**

(25) Tuesday ➤ The Amarna Period to the End of the XVIIIth Dynasty
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 221-235; Clayton, *Chronicle of the Pharaohs*: 120-139.

(26) Thursday ➤ The XIXth Dynasty

**Week 14**

(27) Tuesday ➤ The XXth Dynasty: Invasion & Decline

(28) Thursday, ➤ Summary & Overview

Final examination: <<DAY>><<DATE>><<MONTH>><<TIME>> (25 points)

∞∞∞∞

For more about Egypt, see...

- American Research Center in Egypt (ARCE) (http://www.arce.org)
  (North Texas Chapter: P.O. Box 38642, Dallas , TX 57238)

- Egypt Exploration Society (EES) (http://www.ees.ac.uk)


- Oriental Institute, University of Chicago (http://oi.uchicago.edu)
  Pdf files of many publications on Egyptology available for free download at (http://oi.uchicago.edu/research/pubs/catalog/egypt.html)

- The Metropolitan Museum of Art, Egyptian Collection
  (http://www.metmuseum.org/collections/search-the-collections?ft=Egyptian)
• Petrie Museum of Egyptian Archaeology
   (http://www.ucl.ac.uk/museums/petrie)

• The British Museum, Online Collection
   (http://www.britishmuseum.org/research/collection_online/search.aspx)

And for your general interest…

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EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB
Read the latest Explorator on the web at:
http://www.atrium-media.com/rogueclassicism(categories/explorator
Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages
To subscribe to Explorator, send a blank email message to:
mailto:Explorator-subscribe@yahoogroups.com
To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:  ✔ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  Entomology

3. Course prefix, number and complete title of course:  ENTO 321 Beekeeping

4. Catalog course description (not to exceed 30 words):

Learn basic knowledge and techniques used in apiculture; tools and knowledge needed to keep bees responsibly and productively.

5. Prerequisite(s):

Cross-listed with:

Stacked with:

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  ✔ No

If yes, from ______ to ______

7. Is this a repeatable course?  □ Yes  ✔ No

If yes, this course may be taken ______ times.

Will this course be repeated within the same semester?  □ Yes  ✔ No

8. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✔ No

9. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BS-ENTO

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

Prefix  Course #  Title (excluding punctuation)

ENTO  321  Beekeeping

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>CI Code</th>
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</table>

Approval recommended by:

David Ragsdale  Robert Knight
Department Head or Program Chair (Type Name & Sign)  Date

Kim Dooley
Chair, Dean of College
Date

Tim Scott
Chair, GC or UCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course overview, learning outcomes, expectations, and assignments

Tuesdays, 2:20pm - 5:10pm
Heep Center Room 210, and Honey Bee Facility at TAMU's Riverside Campus
1 credit laboratory for juniors or seniors
Pre-requisites: ENTO 320 or concurrent enrollment, U3-U4 classification or instructor's approval

Instructor Information
Dr. Juliana Rangel-Posada
E-mail: jrangel@tamu.edu
Phone: (979) 845-1074

Required Textbook
"Honey Bee Biology and Beekeeping" by Dewey M. Caron with Lawrence J. Connor (2013)
Wicwas Press, MI

Office Hours
By appointment. I will reply to e-mails and calls within 48 hours

Notebook Requirement
A laboratory notebook is required

Course Overview
Welcome to TAMU's introductory course on beekeeping!! ENTO 321 will enable you to learn the basic knowledge toolbox and techniques used in apiculture today. Like you, many people are interested in keeping bees as a hobby or even as an extra source of income. This course will introduce you to the basic tools and knowledge needed to keep bees responsibly and productively. Use this syllabus as a resource to consult course content, expectations, assignments, learning objectives, calendar, and university procedural policies. As an enrolled student in this course, you are expected to read this syllabus carefully and agree to the conduct herein expected of you.

Learning Outcomes

Upon completion of ENTO 321, a student will be able to:

- Identify and treat honey bee pests and diseases in the field
- Describe the importance of honey bee pollination services
- Rear queens, control swarming, and measure productivity
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic / Assignment / Project (1 = lecture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T, 19 Jan</td>
<td>L1: Course introduction. Laboratory and personal safety. Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>M, 25 Jan</td>
<td>Last day to add/drop a course</td>
</tr>
<tr>
<td>2</td>
<td>T, 26 Jan</td>
<td>L2: Honey bee taxonomy and identification, what's a bee? Chapters 2 and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group Project 1, taxonomic groups (50 pts)</td>
</tr>
<tr>
<td>3</td>
<td>T, 2 Feb</td>
<td>L3: Honey bee anatomy and physiology: Dissections Chapter 5</td>
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<tr>
<td></td>
<td></td>
<td>- Individual Assignment 1, dissections (50 pts)</td>
</tr>
<tr>
<td>4</td>
<td>T, 9 Feb</td>
<td>L4: Superorganism structures: Colonies and nests/hive types Chapters 3 and 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group Project 2, Presentations on bees and non-bees, (50 pts)</td>
</tr>
<tr>
<td>5</td>
<td>T, 18 Feb</td>
<td>L5: Colony management: When and how to get started? Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L6: Fall/winter in the hive: Preparing colonies to overwinter Chapter 13</td>
</tr>
<tr>
<td>6</td>
<td>T, 23 Feb</td>
<td><strong>Exam 1 covers Lectures/practicals 1 - 6 and all readings</strong></td>
</tr>
<tr>
<td>7</td>
<td>T, 1 Mar</td>
<td>L7: Spring management: Packages, inspections, feeding, splitting Chapter 14</td>
</tr>
<tr>
<td>8</td>
<td>T, 8 Mar</td>
<td>L8 Hive components, assembly, and personal equipment Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual Assignment 2 due. Outfitting an apiary (50 pts)</td>
</tr>
<tr>
<td>9</td>
<td>T, 15 Mar</td>
<td><strong>Spring Break, no class</strong></td>
</tr>
<tr>
<td>10</td>
<td>T, 22 Mar</td>
<td>L9: Honey bee pathogens, diseases, and colony problems Chapters 19 and 20</td>
</tr>
<tr>
<td>S</td>
<td>S, 26 Mar</td>
<td>Extra credit opportunity: Central Texas Beekeepers Bee School Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Brenham Fairgrounds, all day event</td>
</tr>
<tr>
<td>11</td>
<td>T, 29 Mar</td>
<td>L10: Non-honey products from the hive - demonstrations Chapter 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group Project 3 (50 pts): Hands on practice to make products</td>
</tr>
<tr>
<td>12</td>
<td>T, 5 April</td>
<td><strong>Exam 2 covers Lectures/practicals 7 - 10 and all readings</strong></td>
</tr>
<tr>
<td>13</td>
<td>T, 12 April</td>
<td>L11: Colony defensiveness, AHBs, TX honey bee regulatory laws Chapter 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L12: Real colony inspection, IPM. Check colony growth Chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invited speaker(s)</td>
</tr>
<tr>
<td>14</td>
<td>T, 19 April</td>
<td>L13: Mating, Swarming, queen rearing, splitting, re-queening Chapter 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chapters 9 and 17</td>
</tr>
<tr>
<td>15</td>
<td>T, 26 April</td>
<td>L14: Honey bee pollination services, bee plants Chapter 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chapter 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L15: Honey extraction, tasting and evaluation of quality Chapter 19</td>
</tr>
<tr>
<td>16</td>
<td>T, 5 May</td>
<td>Reading week, no class</td>
</tr>
<tr>
<td>17</td>
<td>T, 10 May</td>
<td><strong>Exam 3 covers Lectures/practicals 11 - 15 and all readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exam 3 will be given during finals schedule, 1-3p, Heep 210 Chapter 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Colony growth individual reports due (50 pts)</td>
</tr>
</tbody>
</table>
Understanding the Point Breakdown and Grading

<table>
<thead>
<tr>
<th>Course Assessment Material</th>
<th>Number of Assessments</th>
<th>Individual Point Value</th>
<th>Total Point Value</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
<td>2</td>
<td>25</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Group assignments</td>
<td>3</td>
<td>50</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Midterm exams</td>
<td>3</td>
<td>200</td>
<td>600</td>
<td>60</td>
</tr>
<tr>
<td>Individual colony growth report</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Weekly class attendance/participation</td>
<td>15</td>
<td>10</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Extra credit</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5</td>
</tr>
</tbody>
</table>

Maximum Total Points Available: 1050
Minimum Total Points Needed to Get an A: 900

**Major Assignments**

**Individual Assignments.** There will be a total of 2 individual assignments that will be required either at the end of a class period, or the next class period. You will be notified of when the assignment is due. Each assignment is worth 25 points. The assignments will assess your understanding of the material covered in class and will give you a chance to think critically.

**Group Projects.** There will be a total of 3 group projects that will be conducted during the class period. You will be required to keep a “laboratory” notebook that you will use to write down notes, procedures, methods, results, analyses, etc. Each group project is worth 50 points. Class participation is essential to get full credit.

**Individual Colony Growth Report.** Each student will be required to turn in a final report for the colony growth project carried out in groups during class. The report will require introduction, methods, results, discussion, and references sections, and must cite at least two scientific papers. The report is due on Tuesday, 10 May and is worth 50 points.

**Class attendance/participation.** You will get up to 10 points each week that you attend class and actively participate by answering oral questions about the day’s topics, for a total max. of 150 points.

**Midterm Exams.** There will be a total of 3 midterm exams which will each cover approximately a third of the course material and are non-cumulative. Each exam have a total value of 200 points. Midterms can only be taken once and are required to pass the course. Question types will be multiple choice, multiple answer, matching, ordering, fill-in-the-blank, picture ID, jumbled sentence, open-ended critical thinking, and similar questions.

**Note:** There will be no cumulative final exam in this course. Instead, Exam 3 will be given during the scheduled final exam period for this course, which will be Tuesday 10 May 2016, 1-3pm, in Heep 210.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900+</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>

This course offers 1,050 cf total possible points, which include 50 extra credit points. All assignments are required and are not optional. You can get up to 10 points for every class you attend and participate in. You will need at least 900 points to earn an A.
Software

You need to have access to computers and be able to view PDF files, create, edit, or save MS Word, Excel, and Power Point files. You must have access to the internet, and should be able to upload, view and edit video and audio files.

Attendance Policies

The university’s attendance policy states that class attendance is the responsibility of individual students. I will expect you to attend every lecture, as attendance is essential to complete the course successfully. Examine the course calendar to schedule any planned absences. TAMU’s rules for attendance are at: http://student-rules.tamu.edu/rule07. Scanned documents that verify university-approved absences will be required, except for sudden personal or family emergencies, medical or otherwise, that may not fall under the official guidelines. TAMU’s rules for excused & unexcused absences can be found at: http://student-rules.tamu.edu/

Classroom Collegiality

To ensure that all of us have an enriching experience, please be courteous to everyone in class and:
• Turn off cell phones before class
• Don’t wander in and out of class, or be late without prior notice
• Do not consume food
• Only use computers to take notes [no social media posts] unless you are working on the video project
• Do not take pictures or video of the group without their consent

No Curving / No Extra Credit / Missed Classes

This course will not be curved and there will not be any extra credit or late work or submissions allowed unless you bring an excused medical absence. I will allow you to miss one group project without a penalty, but keep in mind that there is a percentage of your grade that is based on your laboratory notebook notes that includes class participation.

Grade Disputes

I am a fair person and like to be that way with students. If I make an unintentional mistake, I appreciate it if you kindly bring it to my attention and I will then carefully consider all polite, professionally-worded, well-reasoned disputes of any assignment scores, and will return my decision within 48 hours. Please use ink when filling out assignments. Do not use pencils if you want to be considered for a score dispute or re-grade. I will not accept unfounded personal appeals for grade changes, such as the “need” for a better grade.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. Visit http://disability.tamu.edu for more information.

Academic Integrity. Aggie Code of Honor

You are expected to work individually and only use the course materials for all assignments, unless you are working on a group project. Unauthorized use of someone else’s help or knowledge for your own assignments will be considered cheating and will be treated and penalized as such.

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

http://aggiehoncr.tamu.edu

All images used in this syllabus and other course materials are protected by title 17 of the US Code of Law, which authorizes the fair use of copyrighted work for educational purposes.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Four Instructions

1. Course request type:
   - Undergraduate [✓]
   - Graduate
   - First Professional (DMD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Ecosystem Science and Management
   ESSM 324 Forest Measurements

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Measures and measurement of the dimensions and attributes of forested areas including the diameters, heights, volume, and biomass of trees within a well-defined area; tools used for forest measurement; the conduct of forest inventories; summary measures and reports of inventory results; remote sensing and related technologies that assist forest measurements.

5. Prerequisite(s):
   ESSM 3 or 319 or concurrent enrollment therein; junior or senior classification.

6. Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

7. Is this a variable credit course?
   - Yes
   - No [✓] If yes, from _____ to _____

8. Is this a repeatable course?
   - Yes
   - No [✓]

   Will this course be repeated within the same semester?
   - Yes
   - No [✓]

   If this course may be taken _____ times.

9. Will this course be submitted to the Core Curriculum Council?
   - Yes
   - No [✓]

10. How will this course be graded?
    - Grade [✓]
    - S/U
    - P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       BS Forestry
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix
    Course #
    Title (excluding punctuation)
    ESSM 310
    Forest Tree Improve and Regen

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCII</th>
<th>ChP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
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<td>4.00</td>
<td>0.00</td>
<td>2.00</td>
<td>0305060005</td>
<td>0841</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:
Dr. Mon Kosmatka

Department Head or Program Chair (Type Name & Sign) Date

Dr. Robert W. Knight
Chair, College Review Committee Date

Dr. Kim Dooley
Dean of College Date

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED AUG 18 2015 CURRICULAR SERVICES
Course title and number: ESSM 324 (0-4) 2 credits
Term: TBD
Meeting times and location: TBD; HFSB 124

Course Description

*Undergraduate Catalog:* Measures and measurement of the dimensions and attributes of forested areas including the diameters, heights, volume, and biomass of trees within a well-defined area. The tools used for forest measurement; the conduct of forest inventories. Summary measures and reports of inventory results. Remote sensing and related technologies that assist forest measurements. Prerequisite: ESSM 313 and 319 or concurrent enrollment therein.

*Narrative:* The management of, and studies pertaining to the science of forested areas both require information about the land and resources on the land in question. That information is obtained from the measurement of the land itself and of attributes of the land, most prominently the trees.

In this course you will learn of the many of the measures of forest attributes and the tools most commonly used to take those measurements. You will be introduced to how remotely sensed information, GIS, and GPS are used to assist in the measurement of forested areas.

We will spend as much time outdoors taking measurements as is possible. Unfortunately College Station is not a good place to be taking forest measurements. To make up for that there will be two *required* all-day Saturday labs in or near the Sam Houston National Forest. One day you will be taking a series of what are called fixed-radius (or fixed-area) plots and the other day a series of variable-radius plots. In both cases you will be bringing the data back to “the office” to be entered into a computer and later summarized.

**Prerequisites:** ESSM 313 and 319 or concurrent enrollment therein, junior or senior classification.

Learning Objectives

1. **Measurement and Analysis of Data**
   - Demonstrate your ability to measure the two most commonly recorded attributes of tree size and how they can be used to estimate the most important measure of wood or biomass quantity.
   - Demonstrate your ability to accumulate tree-level data to the plot level for fixed- or variable-radius plots and to summarize plot-level data to the stand or forest level.
   - Describe the most commonly estimated value related to forest productivity.
2. **Spatial Science**
   - Demonstrate your ability to measure the height of a tree from a pair of stereo pairs.
   - Explain what the spectrum is; identify the area of the spectrum most useful for the identification of forest attributes and explain why it is useful.
3. **Critical and analytical thinking**
   - Demonstrate the ability to think logically by implementing that logic to work up forest inventory data.
Instructor Information

Name: Dr. Marian Eriksson
Telephone number: 979-224-2648 (after 8 am and before 8 pm)
Email address: m-eriksson@tamu.edu
Office hours: Fridays 2-4 pm, 214 Centeq
Office location: 320 HFSB / 232 Centeq

Textbook and/or Resource Material

Required Texts:

Additional Reading
- Miscellaneous handouts to be posted on the course web-site.

Grading

- Active participation*: 20%
- Quizzes (may be take-home): 18%
- Saturday labs: 20%
- Weekly journal entries**: 30%
- Workup of inventory data: 12%

* This course is designed to be as hands-on as possible. Your hands “can only be on” if you participate. Attendance will be part of the participation grade. Late arrival or early departure will impact the participation grade, except in the case of excused absence (see below).

** The weekly journal entries are to include the following three elements:
1. A statement of what you learned during the week is first. Examples are: “I learned that a board foot is defined as a block of wood that is technically 1 inch thick, 1 foot wide, and 1 foot long,” and “I learned that digital imagery ‘uses’ properties of the spectrum”. The purpose of this is to help you to collect your thoughts and to solidify in your mind those concepts presented and learned.
2. Include a list of questions that you may still need answered. The purpose of this is for me to get feedback and to know if there are items that many have not grasped that may need more attention and to provide feedback back to you.
3. The submission of any data collected during the week and any summary information that you were asked to provide. Instructions will be provided in class.
Elements 1 and 2 should be as comprehensive as possible without, combined, being more than a page in length. More details will be provided in the form of written instructions.

ATTENDANCE AND LATE WORK POLICY

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late work will be accepted in the case of a University Excused Absence with no penalty. All other work will be given a 20% penalty for every day it is late, including weekends. University Excused Absences
must have written verification, like a doctor’s note. There will be no makeup for missed quizzes, or work in the lab, except in the case of a University Excused Absence.

**AMERICANS WITH DISABILITIES ACT (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**ACADEMIC INTEGRITY**

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**TENTATIVE Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class &amp; Laboratory Topics</th>
<th>Required Reading</th>
<th>Due (Friday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Housekeeping; compass &amp; pacing</td>
<td>4.1-4.9</td>
<td>Journal entry</td>
</tr>
<tr>
<td>2</td>
<td>Traverses &amp; area calculation</td>
<td>4.10-4.14; handout</td>
<td>Journal entry</td>
</tr>
<tr>
<td>3</td>
<td>GIS; USPLS; topo maps</td>
<td>4.15-4.29</td>
<td>Journal entry</td>
</tr>
<tr>
<td>4</td>
<td>Diameters; density; heights; age; site index</td>
<td>7.1-7.21 15.11-15.20</td>
<td>Journal entry</td>
</tr>
<tr>
<td>6</td>
<td>RS2: The spectrum, digital imagery and lidar</td>
<td>Handouts</td>
<td>Journal entry</td>
</tr>
<tr>
<td>7</td>
<td>Volume &amp; biomass measures</td>
<td>5.1-5.12 6.1-6.16</td>
<td>Journal entry</td>
</tr>
<tr>
<td>8</td>
<td>Standing volume</td>
<td>8.1-8.16</td>
<td>Journal entry</td>
</tr>
<tr>
<td>10</td>
<td>Types of plots</td>
<td>11.1-11.27</td>
<td>Journal entry</td>
</tr>
<tr>
<td>11</td>
<td>Plot layout &amp; sample design; FIA &amp; FHM</td>
<td>10.1-10.20</td>
<td>Journal entry</td>
</tr>
<tr>
<td>12</td>
<td>Data summary &amp; analysis</td>
<td>Handout</td>
<td>Journal entry</td>
</tr>
<tr>
<td>13</td>
<td>Data analysis &amp; presentation</td>
<td>Handout</td>
<td>Journal entry</td>
</tr>
<tr>
<td>14</td>
<td>Redefined days</td>
<td></td>
<td>Journal entry</td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
<td>Workups</td>
</tr>
</tbody>
</table>
The two redefined days “scheduled” during the last week of class are really place holders; they represent days that you will be given “walks” to make up for a Saturday lab. These will most likely occur on the Thursday of the week following those labs unless it is a quiz week. Also because the four labs devoted to remote sensing will involve other instructors, the scheduling of those labs is tentative. Brown shading indicates quiz weeks. Quizzes will be either of short, open-everything-except-your-neighbor in-class quiz on Thursday or a set of questions that you will be allowed to work on and to turn in as part of your journal entry. The exact format will be announced on the Tuesday of a quiz week. This is true of the “final” as well.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - ✔ Undergraduate
   - □ Graduate
   - □ First Professional (DDE, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Film Studies Program

3. Course prefix, number and complete title of course:
   FILM 445 Rhetoric of Television and Film

4. Catalog course description (not to exceed 50 words):
   Critical analysis of television, and film; close readings of such mediated texts; special attention to writing television and film criticism.

5. Prerequisite(s):
   Jr. or Sr. Classification

   Cross-listed with: COMM 435

   Stacked with: □

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - □ Yes
   - ✔ No
   If yes, from _______ to _______

7. Is this a repeatable course?
   - □ Yes
   - ✔ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?
   - □ Yes
   - ✔ No

8. Will this course be submitted to the Core Curriculum Council?
   - □ Yes
   - ✔ No

9. How will this course be graded:
   - ✔ Grade
   - □ SU
   - □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Film Studies Minor, Communication Major or Minor

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (https://vpr.tamu.edu/resources/export- controls/export-control-basics-for-distance-education).

13. Prereqs
   Course #  Title (excluding punctuation)
   FILM 445  Rhetoric of TV & Film

   Lect  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  5006010003  1735  16 - 17  0  0  3  6  2

   Approval recommended by:

   ✔ James Senior
   (Department Head or Program Chair (Type Name & Sign) Date)
   □)
   □)

   James Senior
   (Department Head or Program Chair (Type Name & Sign) Date)
   □)

   Submitted to Coordinating Board by:

   Chair, GC or UCC
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

RECEIVED AUG 21 2015 CURRICULAR SERVICES
Academic and popular discussion of mass-mediated texts often focuses on content ("What’s it mean?"). With an emphasis on practical criticism of those texts, this course explores their sometimes neglected form, building an introductory toolbox for thinking and writing about how the tales are told ("How does it mean what it means?"). We’ll develop our analysis of form at three levels: style (composition, cinematography, editing, and sound); narrative (the transformation of raw, unstructured events into a coherent, intelligible plot); and genre (the overarching systems of stylistic and narrative conventions that structure decision-making about form). In moving across these levels, we’ll move through three kinds of media: film (where we’ll introduce a framework for formal analysis); television (where we’ll explore how TV’s particular systems of production modify that analytic framework); and “other cameras, other screens” (where we’ll consider even more radical modifications to that framework, in media like comics, gaming, and mobile video). Though our main interest is in questions of form onscreen, we’ll also take steps back to pursue those questions off-screen, thinking about relations between form in mass-mediated texts and their contexts of production. All together, we’ll learn to recognize and analyze formal elements of style and narrative across media, in order to deepen our enjoyment, appreciation, and understanding of what’s formed. An extended syllabus posted on our eCampus “Content” page includes supplementary information about course requirements, as well as class notes.

LEARNING OUTCOMES: At the end of this course, you should be able to—

• Explain formal systems of style and narrative in film and television, and the transformations of those systems in other media;
• Describe, analyze, and evaluate the salient formal choices in works across media;
• Express your understandings according to the conventions of contemporary film criticism.

Course materials
Required readings are available on eCampus. Supplementary screenings are available at Media and Reserves (in the library annex), and on the web (at Netflix, Hulu, network websites, and so on). \textit{It’s your responsibility to access electronic resources successfully; be sure to leave a margin of error!} Along with required readings, Bordwell and Thompson’s \textit{Film Art} and Butler’s \textit{Television: Critical Methods and Applications} offer helpful companions to the first and second part of the course, and I’m glad to suggest even further readings in the field.

Course requirements (You must pass the writing portion of this course to pass the course as a whole.)

Participation ..................................................................................................................................50
Along with responsive reading, consistent attendance and engagement is a prerequisite for doing well in this course (though we don’t have an attendance policy, typically missing more than a week of class will affect your mark; for University attendance and make-up policies, see http://student-rules.tamu.edu/rule07). In class, you should carry yourself in a way that reflects your good scholarship and citizenship in a prestigious institution. Most of your participation grade will reflect the quality and quantity of your in-class engagement; it might also include a handful of pop quizzes (for 5–10 points each).

Group scene project ................................................................................................................................125
In a small group with some of your colleagues, you’ll construct a film scene in a genre of your choice. Your genre should be narrowly delimited, with specific conventions of style and narrative (think “Hong Kong-style action movies,” for example, rather than “action movies,” or “period costume drama” rather than “romantic drama”). Your scene should demonstrate not only a mastery
of stylistic and narrative conventions within your genre, but also creative work within them (this
mastery and creativity will develop partly from your first homework assignments). You can submit
your scene in any format (in standard manuscript form, in screenplay format, in storyboards, as an
annotated shooting script). But what you submit should (1) clearly and explicitly communicate a
specific set of decisions and a specific vision, and (2) include a brief description and analysis of your
genre, and a list of the movies you watched in engaging it (in a developed paragraph or so apart from
your scene). You’ll share your scenes in informal presentations (while these are ungraded, they offer
the opportunity to put a flattering frame around your work; if you want to show a slideshow
presentation, you can submit that along with your scene). It’s my expectation that you’ll work as a
group, submit and present as a group, and be evaluated as a group; but if that expectation is not met,
significant and inappropriate disparities in effort will be reflected in individual grades.

Homework assignment (and revision assignment; 150 + 25) .....................................................175
You’ll sign up for one homework assignment (1000–1200 words, or 3–4 double-spaced pages). In a
close reading of a media text of your choice, you’ll explore some question of form in the mass
media: (1) film composition; (2) film cinematography; (3) film editing; (4) visual style in 3-camera
television, in a sit-com, soap opera, or talk or game show; (5) visual style in reality television; (6)
stylistic connections and disconnections between film and television and another medium, like
comics, animation, or gaming. In the first part of the course, assignments will go to build our
framework for analyzing film style, and you’ll choose case studies from your group’s genre (e.g., if
your group is working on historical epics, you might sign up for production design, and look at a
scene from Gladiator). A week after I’ve returned your paper, you’ll resubmit a designated
paragraph revised according to my comments about writing (for 25 points).

Response papers (3x50) ...............................................................................................................150
You’ll write three informal response papers (500–600 words, or about two double-spaced page). In
these papers, you’ll apply some of our models for thinking about form, in readings of (1) an
“intensified” post-classical Hollywood film; (2) a single-camera “quality” television program; and
(3) a music video.

Final paper...................................................................................................................................250
In a 7–10 page final research paper, you’ll pursue in depth some question of form in the mass media,
after pitching me a topic for approval and feedback. Revisiting prior work might be acceptable, with
prior approval; in whole or in part, however, unapproved multiple submission is a form of academic
dishonesty. You might start from questions of style (e.g., “How is the narcotic experience rendered
in film style”?); “How have cinematographies of televised sport and sport video games influenced
one another?”; “How does continuity or discontinuity shape the process and outcome of screen
performance?”), questions of narrative (e.g., “How do fans evaluate complex ‘puzzle’ narratives like
those of Lost or Heroes?”; “How do critics and fans make sense of ‘endings’ to long-form serial
narratives like Sopranos and Buffy?”; “How do parallel narratives like Crash and Syriana challenge
and conserve conventions of classical Hollywood narrative?”), questions of genre (e.g., “How can
we characterize the stylistic and narrative conventions of teen TV after the maturation of the ‘MTV
aesthetic’?”; “How have soap opera conventions evolved in a changing programming marketplace?”;
“How do conventions of comic books shift in pursuit of new genres and new audiences?”), or
offscreen questions (e.g., “What converging and diverging interests characterize relations between
audiovisual productions and the locations where they shoot?”; “What legal and ethical issues come
into play when productions employ child performers?”; “How do television directors make sense of
their work at the intersection of art, craft, and commerce?”), or some combination of these questions.
Your paper culminates a writing work in progress; building from my comments, you should develop
your writing from one assignment to the next.

Final exam ...................................................................................................................................250
Total ............................................................................................................................................1000
Your evaluation considers the form of your work as well as its content. Substance counts more than style, but the effective communication of ideas implies their effective presentation as well. It’s a primary expectation that work composed outside of class will follow standard rules of form and style. Evaluation is holistic; things like form and content are considered as parts of a whole, rather than separate parts assigned separate points. Evaluation is also more additive rather than subtractive; you achieve your “A” by doing things (very) well, not by not doing things poorly. And finally, evaluation is not negotiable. •A (895–1000): In the A range, work not only meets but exceeds all assignment expectations, in the exceptional elegance of its form as well as the exceptional creative insight of its content. •B (795–895): In the B range, work meets all assignment expectations, demonstrating strong competence across the levels of both content and form; at the lower end of the range, minor lapses might diminish, but not endanger, that demonstration of competence (e.g., more than a handful of technical mistakes, an occasional slip or omission of argument). •C (695–794): In the C range, work meets all assignment expectations, but with more significant lapses that suggest only partial mastery at the levels of form and style (e.g., a pattern of technical mistakes, a lack of sufficient research appropriate to the assignment, a discussion limited to surface description, without sufficient depth of analysis). •D (595–695): In the D range, work approaches and substantively engages assignment expectations, but ultimately unsuccessfully, whether in not meeting major requirements (e.g., page count, research guidelines), or in other significant lapses in content or form (e.g., a lack of writing proficiency that falls below a university standard). •F (0–594): In the F range, work falls significantly short of meeting assignment expectations, or violates certain course policies listed in this outline (e.g., plagiarism, late submission).

Course policies

Late assignments and missed classes: Late and out-of-class submissions will be accepted only in cases of university-excused absences. Please review student rule 7 at http://student-rules.tamu.edu/rule07, for more information concerning university approved absences.

Writing skills: Apart from quizzes and exams, all written work will be evaluated on the basis of writing skills—not only on points of grammar, but also on points of style like clarity, organization, and flow of ideas. Especially when dealing with complicated material, style matters: Give some care to the process of writing, revise your written work, peer edit, and so on!

Academic integrity and plagiarism: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Whether malicious or negligent, and whether in individual or group work, academic dishonesty won’t be tolerated. Plagiarism is an especially serious offense, and penalties for plagiarism will always exceed a failing grade on the plagiarized work. When you borrow someone else’s words, images, or ideas, in direct quotation or paraphrase, you must acknowledge the borrowing with a specific in-text citation and on a list of references, distinguishing clearly where the borrowing ends and where your own work begins (in research as well as in writing, with Wikipedia as well as with any other source). As a rule of thumb, whatever does not come from your own mind should be cited. If you’re not sure, ask! For more information, visit http://aggiehonor.tamu.edu.

Mature content: Some of the examples screened and discussed in this course may include mature content (PG–R). If you have questions or concerns about viewing such content, let me know as soon as possible.

Electronic communications: Much of the communication among us will travel electronically, whether on eCampus or over email. You’re responsible for maintaining and checking working eCampus and email accounts. Please communicate me with over email, not eCampus mail!
Course materials and copyright: All materials generated in this course, including syllabi, quizzes, exams, essay questions, in-class materials, and review sheets, are copyrighted, and can’t be copied without permission.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

Preliminary course schedule

<table>
<thead>
<tr>
<th>TOPIC/S</th>
<th>Reading/s</th>
<th>Assignment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTIONS; FILM/NARRATIVE</strong></td>
<td></td>
<td></td>
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<tr>
<td>T 20 Jan: Introducing COMM435/FILM489</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 22 Jan: Introductions (2)</td>
<td>“Film Narrative” notes (in extended syllabus)</td>
<td></td>
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<tr>
<td></td>
<td>Read extended syllabus pp 1–2, skim the rest, come with questions</td>
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<tr>
<td></td>
<td>Bring ranked HW prefs for signup, OR email me T–W (say “435”!)</td>
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<tr>
<td></td>
<td>Come with genre group suggestions</td>
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<tr>
<td>T 27 Jan: Film / narrative (2)</td>
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<tr>
<td>R 29 Jan: Composition—Production design</td>
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<tr>
<td>FILM / NARRATIVE; FILM / STYLE—COMPOSITION</td>
<td></td>
<td></td>
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<tr>
<td>T 20 Jan: Introducing form: style/narrative/genre</td>
<td></td>
<td></td>
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<tr>
<td>R 22 Jan: Introductions (2)</td>
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<tr>
<td>FILM / STYLE—COMPOSITION; FILM / NARRATIVE—CHARACTER</td>
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<tr>
<td>T 3 Feb: Composition—Lighting; Costume and makeup; Staging</td>
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<tr>
<td>R 5 Feb: Composition—Performance; Narrative—Character</td>
<td></td>
<td>HW1—COMPOSITION</td>
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<tr>
<td>FILM / STYLE—CINEMATOGRAPHY AND EDITING (1)</td>
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<tr>
<td>T 10 Feb: Cinematography (a)</td>
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<tr>
<td>R 12 Feb: Editing (a)</td>
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<tr>
<td>FILM / STYLE—CINEMATOGRAPHY AND EDITING (2)</td>
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<tr>
<td>T 17 Feb: Cinematography and editing (b)</td>
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<tr>
<td>R 19 Feb: Group scene project workshop</td>
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### FILM / STYLE—CINEMATOGRAPHY AND EDITING (3); SOUND

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>24 Feb</td>
<td>Cinematography and editing (c)</td>
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<tr>
<td>26 Feb</td>
<td>Sound Problems in style and narrative</td>
<td>Kerins, “Narration in the Cinema of Digital Sound”</td>
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<tr>
<td></td>
<td></td>
<td>Bordwell, “Aesthetics in Action” (skim)</td>
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<td></td>
<td></td>
<td>Benshoff, “The Short-Lived Life of the Hwood LSD Film” (skim)</td>
</tr>
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</table>

### SYNTHESIZING FILM FORM

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mar</td>
<td>Documentary style and narrative and “new factual forms”</td>
<td>Mast, “New Directions in Hybrid Popular Television” (231–236)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bordwell, “Subjective Stories and Network Narratives”</td>
</tr>
</tbody>
</table>

### TELEVISION / STYLE AND SYSTEMS OF PRODUCTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Mar</td>
<td>Liveness and television realism</td>
<td>Barker, “Emergence of Television’s Repertoire of Representation”</td>
</tr>
<tr>
<td></td>
<td>Early systems: 1-cam live, 3-cam live, 3-cam film</td>
<td></td>
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<tr>
<td>26 Mar</td>
<td>3-cam systems—from the control room and on screen</td>
<td>Butler, “Notes on the Soap Opera Apparatus”</td>
</tr>
<tr>
<td></td>
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<td>Barker, “Production Variables in the Situation Comedy”</td>
</tr>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>31 Mar</td>
<td>Offscreen—video, as alternative and commercial medium</td>
<td>Halleck, “Paper Tiger Television”</td>
</tr>
<tr>
<td>2 Apr</td>
<td>1-cam film (1)—Defining quality style</td>
<td>Gitlin, “<em>Hill Street Blues: Make it Look Messy</em>”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Butler, “VR in the ER” (313–321)</td>
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### TELEVISION / STYLE AND SYSTEMS OF PRODUCTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>7 Apr</td>
<td>1 cam film (2)—Contemporary quality style</td>
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<tr>
<td>9 Apr</td>
<td>Reality TV hybrid systems</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>T 14 Apr</td>
<td>Introducing television narrative</td>
<td>Newman, “From Beats to Arcs”</td>
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<tr>
<td></td>
<td>The sit-com</td>
<td>Modleski, “The Search for Tomorrow in Today’s Soap Operas”</td>
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<tr>
<td>R 16 Apr</td>
<td>Series drama, seriality and complexity</td>
<td>Ndalianis, “Television and the Neo-Baroque”</td>
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<td>Ornebring, “The Show Must Go On . . . and On”</td>
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<tr>
<td>T 21 Apr</td>
<td>Broken windows: Screen design, CGI, music video</td>
<td>Vered, “Televisual Aesthetics in Y2K”</td>
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<tr>
<td></td>
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<td>Allen, “The Impact of Digital Technologies on Film Aesthetics”</td>
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<td>Vernallis, “The Kindest Cut”</td>
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<td>R 23 Apr</td>
<td>Comics</td>
<td>McCloud, “Time Frames”</td>
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<td>Smith, “Shaping The Maxx”</td>
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<tr>
<td>T 28 Apr</td>
<td>Animation, Gaming</td>
<td>Brooker, “Camera Eye, CG-Eye: Videogames and the ‘Cinematic’”</td>
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<td></td>
<td>Wolf, “Inventing Space”</td>
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<td></td>
<td></td>
<td>Zagal, et al, “Rounds, Levels, and Waves”</td>
</tr>
<tr>
<td>R 30 Apr</td>
<td>The politics and poetics of digital video</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>M 11 May, 1-3PM</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (D.O., M.D., J.D., PharmD, D.V.M.)

2. Request submitted by (Department or Program Name):  
   Department of Mechanical Engineering

3. Course prefix, number and complete title of course:  
   MEEN 439: Solar Energy Engineering

4. Catalog course description (not to exceed 50 words):  
   Introduction to Solar energy; solar angles and radiation; solar thermal systems; solar water heating and space heating; concentrated solar power; energy storage; solar photovoltaics; solar cell manufacturing; other solar energy technologies.

5. Prerequisite(s):  
   MEEN 315

6. Is this a variable credit course?  
   - [ ] Yes  
   - [x] No

   If yes, from ________ to ________

7. Is this a repeatable course?  
   - [ ] Yes  
   - [x] No

   If yes, this course may be taken ________ times.

   Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [x] No

8. Will this course be submitted to the Core Curriculum Council?  
   - [ ] Yes  
   - [x] No

9. How will this course be graded?  
   - [x] Grade
   - [ ] S/U  
   - [ ] P/F (CLMR)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BS in MEEN and other engineering programs.

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-fsr-distance-education).

13. Prefix  
   Course #  
   Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MEEN</th>
<th>439</th>
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<tbody>
<tr>
<td>SOLAR ENERGY ENGINEERING</td>
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<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>GTP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>1419210006</td>
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<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]  
Timothy J. Jacobs
Department Head or Program Chair (Type Name & Sign)
2015.03.25 14:42:24-05'00'
Date

Chair, College Review Committee
Date

Dean of College
Date

[Signature]  
Timothy J. Jacobs
Department Head or Program Chair (Type Name & Sign)
2015.03.25 14:42:24-05'00'
Date

Chair, GC or UCC
Date

Effective Date  
JUN 30 2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
HONOR CODE:  

**Aggie Honor Code:** "An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge is implied regardless if it is preprinted and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

INSTRUCTOR: Dr. Ying Li  
EMAIL: yingli@tamu.edu  
PHONE NUMBER: 979-862-4465  
OFFICE NUMBER: MEOB 322  
Office Hours: TBD

TA: TA’s NAME: TBD  
TA’s EMAIL: TBD  
Office Hours: TBD

PREREQUISITES: MEEN 315 or graduate standing. It is the student’s responsibility to ensure proper requirements are satisfied for enrollment in this course. Students not meeting course prerequisites will be automatically dropped after the first week of class.


COURSE CONT’T: Introduction to solar energy; solar angles and radiation; solar thermal systems; solar water heating and space heating; concentrated solar power; energy storage; solar photovoltaics; solar cell manufacturing; other solar energy technologies.
<table>
<thead>
<tr>
<th>Grading:</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Homework</td>
<td>20%</td>
<td>Homework*</td>
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<tr>
<td>Quiz</td>
<td>20%</td>
<td>Quiz*</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
<td>Midterm Exam*</td>
</tr>
<tr>
<td>Team Project</td>
<td>30%</td>
<td>Team Project</td>
</tr>
<tr>
<td>Review Paper</td>
<td>10%</td>
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</tr>
</tbody>
</table>

*Additional or higher difficulty level problems will be given to graduate students

**Letter Assignment Scheme:**

$90 \leq A \leq 100; \ 80 \leq B < 90; \ 70 \leq C < 80; \ 60 \leq D < 70; \ F < 60$

Lower bounds may or may not be adjusted to students’ advantages.

**Grades Cannot be Discussed Over the Phone or Through an Email Account Other Than Your University Account.**

**Team Work:**

Only homework assignments and team project are expected to be completed through team efforts. Each team should consist of no more than four persons. Undergraduate and graduate students are not allowed in the same team. Each team should identify a name and a team leader. At the end of the semester, there will be a peer evaluation within the team which will also affect the grade earned by each person. Detailed guidelines will be given later in the semester.

**Homework:**

About five homework problem sets will be assigned during the semester. Students are encouraged to discuss with team members on the homework and only one copy from each team needs to be turned in. Discussion between the teams is, however, prohibited. Homework must be completed in an organized and neat manner. For each problem, list the information given in the problem statement, the assumptions you made, and the unknowns. The solution of the problem should be presented in a logical format. A schematic diagram of the problem should be included. All homework solutions should be legible, and any multiple page assignments should be stapled by the student. Homework must be handed in at the beginning of the class on the due date. LATE HOMEWORK WILL NOT BE ACCEPTED AND WILL BE GIVEN A ZERO GRADE EXCEPT FOR UNIVERSITY APPROVED EXCUSES (see Absence/Waiver Policy).

**Quiz:**

There will be six to seven open-book quizzes during regular class time. Students can have one lowest-score quiz dropped. No make-up quizzes will be given (see Absence/Waiver Policy).

**Project:**

There is one project required for each team. The goal of the project is to apply certain solar energy technology to solve practical engineering problems. The assignments of the project include a written proposal (10 percent), a written final project (60 percent), and an in-class power-point presentation (30 percent). Detailed guidelines for the project will be given later in the semester.

**Examinations:**

There is one open-book comprehensive midterm exam near the end of the semester. There is no final exam. Electronic devices except calculators are prohibited during the exam. Make-up exams are only given under situations that apply to university student rules (see Absence/Waiver Policy). The student must contact the instructor before the exam to state that he/she will not be able to attend the exam. Valid, properly documented and signed paperwork will be required before make-up exams will be given.
REVIEW PAPER: **This is for graduate students only.** Each graduate student will write a literature review paper on topics within the field of solar energy engineering. It includes a proposal/outline of paper (20 percent) and a final paper (80 percent). Guidelines about the review paper will be given later in the semester.

ABSENCES/WAIVERS Work missed due to absences will only be excused for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Please note that job/internship interviews and other discretionary personal travel do not qualify for the excused absence policy. For anticipated excused absences, the student must contact the instructor prior to the absence. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. When an Assignment Waiver is issued for a missed homework assignment or quiz, the waiver removes the missed homework or quiz when computing the student’s total homework or quiz score. The instructor may give a make-up exam that is different from but at a similar level to the missed exam. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. In order to receive a waiver for missed work whether by prior arrangement or unplanned, a student must provide a completed Assignment Waiver request to the instructor. This form is available on the class website. MISSED ASSIGNMENTS WILL NOT BE EXCUSED WITHOUT SUBMITTING A HARDCOPY OF THE SIGNED ASSIGNMENT WAIVER FORM TO THE COURSE INSTRUCTOR.

LATE ASSIGN’TS: Unexcused late assignments will not be accepted.

E-CAMPUS: This course will make use of the eCampus website, ecampus.tamu.edu. All course handouts, homework assignments and solutions, sample exams, project guidelines, grades, auxiliary lectures, and a question forum are available on eCampus. Although you will be able to see your individual scores, you cannot see other students’ scores and vice versa.

ADA: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.
NOTE: Actual Lectures may (and likely will) depart from this schedule. Exam material will be consistent with the actual lecture material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text Coverage</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus; Introduction of Energy and the Environment; Renewable Energy Profile in the US.</td>
<td>Chapter 1; Handouts</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Solar Energy Technology Overview; Basic principles and terminology</td>
<td>Chapter 1; Handouts</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Solar Angles</td>
<td>Chapter 2</td>
<td>HW 1 due</td>
</tr>
<tr>
<td>4</td>
<td>Solar Radiation</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Solar Collectors and Thermal Analysis</td>
<td>Chapters 3-4</td>
<td>HW 2 due</td>
</tr>
<tr>
<td>6</td>
<td>Solar Collectors and Thermal Analysis</td>
<td>Chapter 3-4</td>
<td>Both project proposal and review paper proposal due</td>
</tr>
<tr>
<td>7</td>
<td>Solar Water Heating and Space Heating</td>
<td>Chapters 5-6</td>
<td>HW 3 due</td>
</tr>
<tr>
<td>8</td>
<td>Solar Photovoltaic</td>
<td>Chapter 9; Handouts</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Solar Photovoltaic</td>
<td>Chapter 9; Handouts</td>
<td>HW 4 due</td>
</tr>
<tr>
<td>10</td>
<td>Energy Storage Systems</td>
<td>Handouts</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>11</td>
<td>Concentrated Solar Power</td>
<td>Chapter 10; Handouts</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hybrid Systems; Other Solar Energy Technologies</td>
<td>Handouts</td>
<td>HW 5 due</td>
</tr>
<tr>
<td>13</td>
<td>Team Project Presentation</td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Team Project Presentation</td>
<td>Handouts</td>
<td>Both final Project Report and Review Paper due.</td>
</tr>
</tbody>
</table>
**MEEN 439 Solar Energy Engineering**

**REQUIRED OR ELECTIVE:** Elective

**CATALOG DESCRIPTION:** Introduction to solar energy; solar angles and radiation; solar thermal systems; solar water heating and space heating; concentrated solar power; energy storage; solar photovoltaics; solar cell manufacturing; other solar energy technologies. Three credits (3–0).

**PREREQUISITES:** MEEN 315 or graduate standing.


**COURSE LEARNING OUTCOMES:** At the end of the course, the student should be able to:

**Numbers in brackets indicate the relationship of the learning outcome to program outcome(s).**

1. Recognize energy-environment nexus, renewable energy technology, and basic solar energy engineering processes and devices [a, h, j]
2. Calculate solar angles on a given date and time and at a given location [a, e]
3. Calculate sunrise and sunset times and day light length on a given date and location. [a, e]
4. Calculate extraterrestrial and terrestrial solar radiation on a flat and tilted surface. [a, e]
5. Identify different types of solar thermal collectors and understand their working principles [a, c, e]
6. Conduct thermal analysis of a solar collector and understand the factors contributing to energy loss [a, c, e]
7. Analyze collector thermal efficiency of flat-plate and concentrated solar collectors [a, c, e]
8. Describe basic principles of solar water heating, space heating and space cooling. [a, e]
9. Describe heat storage systems and characteristics of storage media. [a, e]
10. Apply conservation principles (mass and energy) to analyze thermal efficiency of an integrated solar energy collection and storage system [a, c, e]
11. Describe basic principles of solar photovoltaics and analyze solar cell performance. [a, e]
12. Design solar PV arrays based on load characteristics [a, c, e]
13. Describe basic principles of electric energy storage systems (batteries). [a, e]
14. Describe the principle and design of a solar thermal power plant [a, c, e]
15. Evaluate the impact of solar energy technology on the environment in the context of reduced emissions of greenhouse gases [a, e, h, j]
16. Collect, analyze, and present experimental data both individually and on teams [a, d, e, g, k]
17. Write technical reports both individually and on teams [d, g, k]

**TOPICS:**

- **Week 1:** Introduction; Energy and environment nexus; Renewable energy profile in the US.
- **Week 2:** Solar Energy Technology Overview; Basic principles and terminology
- **Week 3:** Solar Angles
- **Week 4:** Solar Radiation
- **Week 5:** Solar Collectors and Thermal Analysis
- **Week 6:** Solar Collectors and Thermal Analysis
- **Week 7:** Solar Water Heating and Space Heating
- **Week 8:** Solar Photovoltaic
- **Week 9:** Solar Photovoltaic
- **Week 10:** Energy Storage Systems; Midterm Exam
- **Week 11:** Concentrated Solar Power
- **Week 12:** Hybrid Systems; Other Solar Energy Technologies
- **Week 13:** Team Project Presentation
- **Week 14:** Team Project Presentation. Evaluations.
CLASS/LABORATORY SCHEDULE: 150 minutes per week (two or three classes a week), taught in lecture session, group discussion, and active learning styles. Project and problem-solving teaming emphasized. Teams of four are organized, and each team must design, analyze and report on a solar energy harvesting/conversion system.

CONTRIBUTION TO MEETING REQUIREMENTS OF CRITERION 5:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester hrs</th>
<th>Subject</th>
<th>Semester hrs</th>
<th>Subject</th>
<th>Semester hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Engineering Science</td>
<td>3</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Science</td>
<td>Engineering Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RELATIONSHIP OF COURSE TO PROGRAM OUTCOMES:

<table>
<thead>
<tr>
<th>ABET Program Outcome</th>
<th>ABET Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>x a. ability to apply knowledge of mathematics, science and engineering</td>
<td>f. understanding of professional and ethical responsibility</td>
</tr>
<tr>
<td>b. ability to design and construct experiments, and analyze and interpret data</td>
<td>x g. ability to communicate effectively</td>
</tr>
<tr>
<td>x c. ability to design a system, component, or process to meet desired needs within realistic constraints</td>
<td>x h. education to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
</tr>
<tr>
<td>x d. ability to function on teams (not necessarily multi-disciplinary)</td>
<td>i. recognition of the need for, and an ability to engage in life-long learning</td>
</tr>
<tr>
<td>x e. ability to identify, formulate and solve engineering problems</td>
<td>x j. a knowledge of contemporary issues</td>
</tr>
<tr>
<td></td>
<td>x k. ability to use the techniques, skills and modern engineering tools necessary for engineering practice</td>
</tr>
</tbody>
</table>

Prepared by Ying Li           Date March 13, 2015
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attach a course syllabus.

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): Department of Mechanical Engineering

3. Course prefix, number and complete title of course: MEEN 469 - Alternative Energy Conversion

4. Catalog course description (not to exceed 50 words): Design and analysis of alternative energy conversion processes and systems that are based on converting energy directly (e.g., fuel cells, photovoltaics), utilizing non-combustible heat sources (e.g., geothermal, ocean gradients, solar, and nuclear fission and fusion) and obtaining energy from the environment (e.g., wind, hydroelectric, ocean tides and waves).

5. Prerequisite(s): MEEN 315

6. Is this a variable credit course? ☐ Yes ☑ No

7. Is this a repeatable course? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

11. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)
    MEEN 469 ALTERNATIVE ENERGY CONVERSION

    | Lect. | Lab | SCH | GIP and Fund Code | Admin. Unit | Acad. Year | EICE Code |
    |-------|-----|-----|-------------------|-------------|------------|-----------|
    | 0     | 3   | 0   | 0                 | 1           | 0          | 6         |
    | 3     | 1   | 4   | 1                 | 9           | 0          | 6         |
    | 0     | 0   | 0   | 0                 | 0           | 0          | 0         |
    | 1     | 9   | 2   | 0                 | 1           | 0          | 7         |
    | 1     | 9   | 2   | 0                 | 1           | 0          | 7         |

Approval recommended by:

Dr. Timothy J. Jacobs
Department Chair (Type Name & Sign) Date
Digitally signed by Timothy J. Jacobs Date: 2015.06.30 16:06:40 -05'00'

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Dean of College Date

Chair, College Review Committee Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 04/14
MEEN 469 Syllabus
Alternative Energy Conversion
Fall 2016

Instructor: Dr. Michael Pate
Office: 317 Engineering/Physics Building
        979-458-2264
        mpate@tamu.edu

Classroom: ENPH 202
Time: MWF 10:20 – 11:10 AM (3 credits)
Office Hours: TBD

Course Catalog Description:
Design and analysis of alternative energy conversion processes and systems that are based on converting energy directly (e.g., fuel cells, photovoltaics), utilizing non-combustible heat sources (e.g. geothermal, ocean gradients, solar, and nuclear fission and fusion) and obtaining energy from the environment (e.g. wind, hydroelectric, ocean tides and waves).

Course Objectives:
The objective is to provide the engineering principles required to analyze, design and evaluate alternative energy conversion processes and systems. The skills required to compare the various technologies from both a technical, economic and feasibility standpoint will be provided.

Course Text:
There is not an assigned text; rather, students will utilize instructor notes, contemporary literature/publications and the internet as directed.

Class Attendance:
Class attendance is mandatory and will be taken daily. Student Rule 07 applies regarding attendance and the excusing of absences; see http://student-rules.tamu.edu/rule07. It is the student’s responsibility to maintain and submit upon request email documentation with the instructor for excused absences. Two unexcused absences result in a 5% final grade reduction, while two more unexcused absences equal another 5%, etc. If you do miss class for a valid reason (i.e. excused absence), make sure that you have a contact person who can get you a copy of the homework and tell you what material was covered in class that day.

Grading System:
At the conclusion of the course, grades will be assigned based on each student’s performance as measured by the average percent score for the semester as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 &lt; 90%</td>
</tr>
<tr>
<td>C</td>
<td>70 &lt; 80%</td>
</tr>
<tr>
<td>D</td>
<td>65 &lt; 70%</td>
</tr>
<tr>
<td>F</td>
<td>0 &lt; 65%</td>
</tr>
</tbody>
</table>
Homework/ Projects (70% of grade):

You will be assigned anywhere from 25-35 homework exercises, and they are always due at the next class period. With regards to grading HW, the following four areas will be evaluated as shown:

1. Methodology/neatness/organization 0 1 2 3
2. Equations/calculations/numerical/unites 0 1 2 3
3. Comments/discussions/reflections 0 1 2 3
4. Lessons learned 0 1

As you can see, plugging and chugging to get an answer, even if correct, is only about 30% of the total credit. Many HW problems will not involve calculations, but rather they will address "critical thinking" essay questions, which require considerable knowledge-gathering over the internet. In this latter case, your written response to the questions should always be in your own words. Violations of this policy will be considered a violation of the «Aggie Honor Code," and will be dealt with accordingly. As a final note, all of the writings that you turn in can be first-draft material, rather than polished.

Homework will be graded by using a letter grade approach that is converted to a numerical score at the end of the course as follows:

<table>
<thead>
<tr>
<th>A + (10)</th>
<th>B (8)</th>
<th>F+(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (9.5)</td>
<td>C (7)</td>
<td>F (2)</td>
</tr>
<tr>
<td>A – (9)</td>
<td>D (6)</td>
<td>F-(0)</td>
</tr>
</tbody>
</table>

If you turn in homework late, then your maximum score will be reduced to a "C", and then a full letter grade for each late class period thereafter. Even if you have an excused absence from class, you are still responsible for doing the homework, without a late penalty. (turn in as soon as possible, but no more than one week after the missed class)

HLO’s (30% of grade):

HLO's (High Learning Opportunities) are in-class exercises that consist of you working with a partner. At the end of class, they are collected and graded for "effort" rather than "content" (otherwise they would be called quizzes). The grading scale will be similar to that used for homework. We will do about 30 of these over the duration of the course. If you have an unexcused absence, you will receive zero points for that day's HLO. If you have an excused absence, missing the HLO will not hurt your final course score, and you do not need to make up the HLO.

Class Notebook:

You are required to maintain a "class notebook/portfolio" that you should keep updated with all of your graded work (HW's and HLO's). This notebook/portfolio will be periodically collected and evaluated. It is your responsibility to keep track of all your scores (HW and HLO's), and in this regard, your notebook/portfolio should also contain a "score sheet" (supplied by me) showing points awarded and maximum points possible for all of your assignments. At the end of the course, this score sheet (which you need to keep up to date) will be used as a check-off when I go through your graded work again to calculate your final grade (as such, you will not get credit for work that is lost or omitted from your notebook). If you want, you can keep handouts and class notes (taken by you) in a separate file, which I will not collect.
List of Topics:  (Not necessarily in order of coverage)
- Introduction and Principles of Energy Conversions
- Fossil Fuels and the Environment
- Solar Energy Basics
- Solar Energy for Power Production
- Fuel Cells and the Hydrogen Economy
- Electric and Hybrid Cars
- Wind Power Production
- Power Production from Nuclear Fission and Fusion Processes
- Geothermal Energy Conversion and Production
- Hydroelectric Energy Production – Lakes and Rivers
- Ocean Waves, Tidal and Thermal Energy
- Biomass Energy Production and Use
- Energy Storage Technologies
- Advanced Energy Concepts
- Evaluation and Comparison of Technologies

Course Learning Outcomes:

At the end of this course, students should be able to:

1. Apply the general energy and mass conservation equations to a wide variety of alternative energy conversion processes and systems.
2. Formulate and apply assumptions to real-world alternative energy conversion technologies for the purpose of developing mathematical models for design and analysis.
3. Perform alternative energy engineering calculations with an understanding of their accuracy and relationship to the real-world of energy engineering.
4. Provide a conceptual understanding of a wide range of alternative energy conversion technologies to include precise knowledge of processes, components and systems that comprise each technology.
5. Quantify the potential that each individual alternative energy conversion technology has for contributing to reductions in fossil-fuel use while at the same time appreciating the limitations and challenges that must be addressed for real-world applications.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe, you have a disability requiring an accommodation, please contact Disability Services (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.

Academic Integrity Statement

Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty (Student rule 20. Scholastic Dishonesty, http://student-rules.tamu.edu). New procedures and policies have been adopted effective September 1, 2004. Details are available through the Office of the Aggie Honor System (http://aggiehonor.tamu.edu/). An excerpt from the
Philosophy & Rationale section states: “Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university.”

**Additional Information:**

Office hours will be established and posted during the first week of classes. If necessary, feel free to contact me at other times for help, however if you stop by at times other than office hours, I may be in labs or at meetings. You can also email me at mpate@tamu.edu if you have questions.

Please discuss any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Harold Vance Department of Petroleum Engineering
3. Course prefix, number and complete title of course: PETE 337-Junior Student Paper Contest
4. Catalog course description (not to exceed 50 words):
   Presentation of a technical proposal on a subject related to petroleum technology judged by petroleum professionals at the junior level departmental student paper contest.

5. Prerequisite(s):
   PETE 335
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No If yes, from _____ to _____
7. Is this a repeatable course? [ ] Yes [ ] No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
9. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    B. S. Petroleum Engineering
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)

13. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
---|---|---|---|---|---|---|---|---|---|
PETE | 337 | JUNIOR STUDENT PAPER CONTEST | 0.00 | 0.00 | 0.00 | 0.00 | 1425010006 | 2210 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:
A.D. Hill

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date
(If cross-listed course)
Dean of College Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14

Received APR 15 2015
EASA
DATE: July 2, 2015

TO: Tim Scott, Chair
University Curriculum Committee

THROUGH: Valerie E. Taylor
Senior Associate Dean for Academic Affairs

FROM: A.D. Hill
Department Head, Petroleum Engineering

SUBJECT: Petroleum Engineering Zero-Credit Course Requests

Attached are the New Course Request forms for PETE 337-Junior Student Paper Contest and PETE 437-Senior Student Paper Contest. These new course requests have been discussed and approved by the Petroleum Engineering Department Undergraduate Curriculum Committee.

PETE 337 and 437 are requested zero credit courses similar to our PETE 300 Summer Practice course. There are no syllabi for these courses as they are degree requirements that must be met by completing the specific items, i.e. PETE 337 is completion of the Junior Student Paper Contest presentation, and PETE 437 is completion of the Senior Student Paper Contest presentation. These are similar to our PETE 300 Summer Practice course which requires that students complete an internship. Having separate courses for these requirements allows the students to register for them to facilitate completion of their degree requirements, and enables the department to better track student completion.

Thank you for your consideration.
Petroleum Engineering 337
Junior Student Paper Contest
Credit 0
Required for Juniors

Term: Fall 2016

Meeting Times and Location:
Spring semester; Department announced time and location

Instructor: Dr. Duane McVay, 407B Richardson, 979.862.8466
mcvay@tamu.edu

Catalog Description: Presentation of a technical proposal on a subject related to petroleum technology judged by petroleum professionals at the junior level departmental student paper contest.

Prerequisites(s): PETE 335

Textbook Required: none

Topics Covered: Depends on the technical content prepared for presentation in PETE335

Class/Laboratory Schedule: Attendance on designated Saturday for Junior level Student Paper Contest in Spring semester.

Contributions to Meeting the Curriculum Requirements of Criterion 5:

<table>
<thead>
<tr>
<th>Math and Science</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Provides skills to identify and propose plans for solution of petroleum engineering problems. Provides skills to formulate technical proposals, present them in written form and orally in a professional setting.</td>
</tr>
<tr>
<td>General Education</td>
<td>None</td>
</tr>
</tbody>
</table>

Course Learning Outcomes and Relationship to Program Outcomes:

Course Learning Outcome: At the end of the course, students will be able to…

| Program Outcomes |
|------------------|------------------|
| Present the proposal orally to a panel of practicing engineers from the petroleum industry and faculty members in 10 to 15 minutes, using PowerPoint slides | 7 |

Related Program Outcomes:

<table>
<thead>
<tr>
<th>No.</th>
<th>PETE graduates must have…</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>An ability to communicate effectively</td>
</tr>
</tbody>
</table>

Prepared by: Priscilla G. McLeroy, 11 August 2015
Grading Policies:

Course evaluated based on being judged at a Junior level Student Paper Contest. If student completes by receiving a judge’s evaluation, then the course is completed satisfactorily. If student is not judged for a presentation on the day of a Junior level Student Paper Contest, then the student receives an Unsatisfactory grade.

Grading Scale:
Satisfactory .................. Was judged at a Junior level Student Paper Contest
Unsatisfactory ............... Was not judged at a Junior level Student Paper Contest

Attendance Policy:
A component of the ethical responsibility of an engineer is exhibiting good work habits and respect for the time and effort of others. Prompt attendance and considerate behavior are thus expected of all students in the course. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

American with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity:

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

For additional information visit: http://aggiehonor.tamu.edu
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   - Harold Vance Department of Petroleum Engineering

3. Course prefix, number and complete title of course:
   - PETE 437-Senior Student Paper Contest

4. Catalog course description (not to exceed 50 words):
   Presentation of a technical petroleum engineering topic judged by petroleum professionals at the senior level departmental student paper contest.

5. Prerequisite(s):
   - PETE 337
   - Conquisite: PETE 485

6. Is this a variable credit course?
   - No

7. Is this a repeatable course?
   - No

8. Will this course be repeated within the same semester?
   - No

9. Will this course be submitted to the Core Curriculum Council?
   - No

10. How will this course be graded?
    - S/U

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    - B. S. Petroleum Engineering
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix
   - PETE

   Course #
   - 437

   Title (excluding punctuation)
   - SENIOR STUDENT PAPER CONTEST

   Lect. 0.00
   Lab 0.00
   Other 0.00
   SCH 0.00
   CIP and Fund Code 1425010006
   Admin. Unit 2210
   Acad. Year 16
   FICE Code 0 0 3 6 3 2

   Approval recommended by:
   - A.D. Hill

   Date 4/9/15

   Chair, College Review Committee
   Date

   Dear of College
   Date

   Submitted to Coordinating Board by:
   - Chair, GC or UCC

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
DATE: July 2, 2015

TO: Tim Scott, Chair
    University Curriculum Committee

THROUGH: Valerie E. Taylor
    Senior Associate Dean for Academic Affairs

FROM: A.D. Hill
    Department Head, Petroleum Engineering

SUBJECT: Petroleum Engineering Zero-Credit Course Requests

Attached are the New Course Request forms for PETE 337-Junior Student Paper Contest and PETE 437-Senior Student Paper Contest. These new course requests have been discussed and approved by the Petroleum Engineering Department Undergraduate Curriculum Committee.

PETE 337 and 437 are requested zero credit courses similar to our PETE 300 Summer Practice course. There are no syllabi for these courses as they are degree requirements that must be met by completing the specific items, i.e. PETE 337 is completion of the Junior Student Paper Contest presentation, and PETE 437 is completion of the Senior Student Paper Contest presentation. These are similar to our PETE 300 Summer Practice course which requires that students complete an internship. Having separate courses for these requirements allows the students to register for them to facilitate completion of their degree requirements, and enables the department to better track student completion.

Thank you for your consideration.
Petroleum Engineering 437  
Senior Student Paper Contest  
Credit 0  
Required for Seniors

Term:  Fall 2016

Meeting Times and Location:  
Spring semester; Department announced time and location

Instructor:  Dr. Duane McVay, 407B Richardson, 979.862.8466  
mcvay@tamu.edu

Catalog Description:  Presentation of a technical petroleum engineering topic judged by petroleum professionals at the senior level departmental student paper contest.

Prerequisites(s):  PETE 337

Co-requisite:  PETE 435

Textbook Required:  none

Topics Covered:  Depends on the petroleum engineering technical content prepared for presentation

Class/Laboratory Schedule:  Attendance on designated Saturday for a Senior level Student Paper Contest in Spring semester.

Contributions to Meeting the Curriculum Requirements of Criterion 5:

<table>
<thead>
<tr>
<th>Math and Science</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Provides skills to communicate an independent study of a petroleum engineering problem, synthesizing results and drawing appropriate conclusions from the study. Provides skills to give oral presentations in a professional setting.</td>
</tr>
<tr>
<td>General Education</td>
<td>None</td>
</tr>
</tbody>
</table>

Course Learning Outcomes and Relationship to Program Outcomes:

<table>
<thead>
<tr>
<th>Course Learning Outcome: At the end of the course, students will be able to...</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present the proposal orally to a panel of practicing engineers from the petroleum industry and faculty members in 10 to 15 minutes, using PowerPoint slides</td>
<td>7</td>
</tr>
</tbody>
</table>

Related Program Outcomes:

<table>
<thead>
<tr>
<th>No.</th>
<th>PETE graduates must have...</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>An ability to communicate effectively</td>
</tr>
</tbody>
</table>

Prepared by:  Priscilla G. McLeroy, 11 August 2015
Grading Policies:

Course evaluated based on being judged at a Senior level Student Paper Contest. If student completes by receiving a judge’s evaluation, then the course is completed satisfactorily. If student is not judged for a presentation on the day of a Senior level Student Paper Contest, then the student receives an Unsatisfactory grade.

Grading Scale:
Satisfactory ................. Was judged at a Senior level Student Paper Contest
Unsatisfactory ............... Was not judged at a Senior level Student Paper Contest

Attendance Policy:
A component of the ethical responsibility of an engineer is exhibiting good work habits and respect for the time and effort of others. Prompt attendance and considerate behavior are thus expected of all students in the course. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

American with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity:

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

For additional information visit: http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Course request type: ✓ Undergraduate  □ Graduate  □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Religious Studies Program
3. Course prefix, number and complete title of course: RELS 436 - Ancient Egypt
4. Catalog course description (not to exceed 50 words): The archaeology and history of ancient Egypt from earliest times to the end of the New Kingdom period.

5. Prerequisite(s): Junior or Senior classification or approval of instructor
Cross-listed with: ANTH 436
Stacked with:

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  ✓ No
   If yes, from _______ to _______
7. Is this a repeatable course? □ Yes  ✓ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes  ✓ No  ICD:
9. How will this course be graded? ✓ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

      BA ANTH, ANTH Minor, RELS Minor, and general academic

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S, Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
    ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>RELS</th>
<th>436</th>
<th>Ancient Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00  3.00  4503010001  1735  16 - 17 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Donnalee Donnell  8/12/15  Chair/College Review Committee  8/17/15

Ted Goehl  8/13/15  Dean of College  8/14/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Chair, GC or UCC  Date  Effective Date  CURRICULAR SERVICES
ANCIENT EGYPT

ANTH/RELS 436

SYLLABUS

SPRING <<YEAR>> (Tuesdays and Thursdays 11:10 AM-12:25 PM)

Anthropology Building, Room 237

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the
Nautical Archaeology Program, Anthropology Department, Room 121.
Telephone (979) 847-9257; E-mail: swachsmann@tamu.edu

Teaching Assistant: _______________. Email: _________________

The archaeology and history of ancient Egypt from earliest times to the end of the New
Kingdom period.

LEARNING OUTCOMES

Students will:
A) Articulate the rich matrix of Egyptian history and material culture
B) Appraise how these physical remains fit into an overall humanistic
   understanding of the Egyptian world and how they influence modernity
C) Interpret archaeological discoveries
D) Identify the interrelationship of various sources—texts, artifacts, iconography,
   etc.—so as to be capable of interpreting and understanding the past

GRADING POLICIES

We will cover the period from earliest human settlement to the end of the New Kingdom
period. Classes will be devoted primarily to Keynote™ lectures. We will also see two
video presentations. The final grade will be based on the total grades earned by the
student from, three tests (two mid-term examinations and a final examination, each worth
25 points) and a 10-page term paper (25 points) due the last day of class (<<DAY>>,<<DATE>>).

As term paper topic selection can be a difficult process, and lead to procrastination, I
encourage you to look over the material that we will cover and select a topic for your
term paper early in the semester. Please see me to discuss your topic ideas. You should submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography on our tenth meeting (<<DAY>>, <<DATE>>). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test.

Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (50 point value). Anyone wishing to take this option must register to do so no later than our last meeting (<<DAY>>, <<DATE>>). Note that this possibility should be viewed as an opportunity of last resort.

This course does not have a required attendance policy and I will not be taking attendance. Note, however, that we will be covering a great deal of material in each meeting and missing any class is likely to impact your grade because it will be difficult for you to keep up with the material. Note that I accept each student into this course as a responsible adult: the first rule of responsible adulthood is taking full responsibility for your own actions. For more details on Texas A&M University’s view on attendance, see (http://student-rules.tamu.edu/rule07).

LATE WORK
Late work will be accepted only on the basis of Student Rule 7. Please visit http://student-rules.tamu.edu/rule07 for information concerning university-excused absences.

TEXTS

THE AMERICANS WITH DISABILITIES ACT (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Room B118, Cain Hall. Tel. 845-1637. Website: (http://disability.tamu.edu/).
STATEMENT ON DIVERSITY
Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

ACADEMIC INTEGRITY
*An Aggie does not lie, cheat or steal, or tolerate those who do.* For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).

SCHEDULE SPRING 2013

**Week 1**
1. (1) Tuesday ➢ Introduction I
2. (2) Thursday ➢ Introduction II

**Week 2**
3. (3) Tuesday ➢ Video Presentation: Napoleon’s Obsession: Quest for Egypt
4. (4) Thursday ➢ The Environmental Background I
   Reading: (Environmental Background I-IV): Bard, *An Introduction to the Archaeology of Ancient Egypt*: 45-65.

**Week 3**
5. (5) Tuesday ➢ The Environmental Background II
6. (6) Thursday ➢ The Environmental Background III

**Week 4**
7. (7) Tuesday ➢ The Environmental Background IV
8. (8) Thursday ➢ Prehistoric Egypt
Week 5
(9) Tuesday ➤ Predynastic Egypt
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 104-120.

(10) Thursday ➤ On Writing Reports and Term Papers (250-Word Term Paper Abstracts Due)

Week 6
(11) Tuesday ➤ Mid-term examination #1 (25 points)
(12) Thursday ➤ Understanding Hieroglyphs

Week 7
(13) Tuesday ➤ The Old Kingdom (Ist-VIth Dynasties)
(14) Thursday ➤ How to Build a Pyramid

Week 8
(15) Tuesday ➤ Sneferu
(16) Thursday ➤ Video Presentation: Mummy Tech

Week 9
(17) Tuesday ➤ Khufu to the End of the Old Kingdom
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 137-152; Clayton, *Chronicle of the Pharaohs*: 45-67
(18) Thursday ➤ First Intermediate Period (VIIth-Xth Dynasties)

Week 10
(19) Tuesday ➤ The Middle Kingdom (XIth-XIIth Dynasties)
(20) Thursday ➤ The Second Intermediate Period (XIIIth-XVIIth Dynasties)

Week 11
(21) Tuesday ➤ Mid-term examination #2 (25 points)
(22) Thursday ➤ The New Kingdom

**Week 12**
(23) Tuesday ➤ Hatshepsut

(24) Thursday ➤ Thutmose III-Amenhotep III

**Week 13**
(25) Tuesday ➤ The Amarna Period to the End of the XVIIIth Dynasty
Reading: Bard, *An Introduction to the Archaeology of Ancient Egypt*: 221-235; Clayton, *Chronicle of the Pharaohs*: 120-139.

(26) Thursday ➤ The XIXth Dynasty

**Week 14**
(27) Tuesday ➤ The XXth Dynasty: Invasion & Decline

(28) Thursday, ➤ Summary & Overview

Final examination: <<DAY>><<DATE>><<MONTH>><<TIME>> (25 points)

∞∞∞∞

For more about Egypt, see…

- American Research Center in Egypt (ARCE) (http://www.arce.org)
  (North Texas Chapter: P.O. Box 38642, Dallas , TX 57238)

- Egypt Exploration Society (EES) (http://www.ees.ac.uk)


- Oriental Institute, University of Chicago (http://oi.uchicago.edu)
  Pdf files of many publications on Egyptology available for free download at (http://oi.uchicago.edu/research/pubs/catalog/egypt.html)

- The Metropolitan Museum of Art, Egyptian Collection
  (http://www.metmuseum.org/collections/search-the-collections?ft=Egyptian)
• Petrie Museum of Egyptian Archaeology
  (http://www.ucl.ac.uk/museums/petrie)

• The British Museum, Online Collection
  (http://www.britishmuseum.org/research/collection_online/search.aspx)

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